

**DEPARTMENTS OF LABOR, HEALTH AND
HUMAN SERVICES, AND EDUCATION, AND
RELATED AGENCIES APPROPRIATIONS FOR
FISCAL YEAR 2022**

WEDNESDAY, JUNE 16, 2021

U.S. SENATE,
SUBCOMMITTEE OF THE COMMITTEE ON APPROPRIATIONS,
Washington, DC.

The subcommittee met at 10 a.m., in room SD-138, Dirksen Senate Office Building, Hon. Patty Murray (chairwoman) presiding.

Present: Senators Murray, Durbin, Reed, Shaheen, Manchin, Blunt, Moran, Hyde-Smith, and Braun.

DEPARTMENT OF EDUCATION

OFFICE OF THE SECRETARY

STATEMENT OF HON. MIGUEL CARDONA, SECRETARY

OPENING STATEMENT OF SENATOR PATTY MURRAY

Senator MURRAY. Good morning. The Senate Appropriations Subcommittee on Labor, Health and Human Services, Education and Related Agencies will please come to order.

Today we are having a hearing on the Biden administration's fiscal year 2022 budget request for the Department of Education. Senator Blunt and I will each have an opening statement. And then I will introduce our witness, Secretary Cardona. After his testimony, Senators will each have 5 minutes for a round of questions. And while we are unable to have the hearing fully open yet to the public or media for in-person attendance, live video is available on our committee website. And if you are in need of accommodations, including closed captioning, you can reach out to the committee or the office of congressional accessibility services.

Secretary Cardona, after years of proposed budget cuts and school privatization from your predecessor, this budget would increase education funding by 40 percent to \$103 billion, and it is a much-needed breath of fresh air. It proposes bold investments to help our schools and students as they respond to and recover from this pandemic, and addresses long-standing inequities in education, which COVID-19 has made even more damaging.

LOST LEARNING TIME AND DISPARITIES

One of the biggest issues facing our Nation is getting our students back on track and addressing the lost learning time that they have experienced. We know students of color, students with disabilities, students in rural and Tribal communities, and students from families with low incomes have borne the brunt of this pandemic.

One study, for example, found the pandemic set students of color back 3 to 5 months from where they would be in a typical year, and set white students back 1 to 3 months. We need to make sure every student, no matter who they are, or where they live, or how much money they or their family make, can receive the supports they need to thrive despite this pandemic.

So I am glad this budget takes the task of reckoning with these inequities seriously, with investments across a range of programs to help ensure all students can get a quality public education. It invests \$20 billion in a new initiative intended to reduce disparities in public, elementary, and secondary education in our country, and proposes to use this funding to help public schools address a variety of issues, including inequities in State and local education funding, expanding high quality preschool programs, and improving outcomes for all of our students.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Of course, improving outcomes for students means we must also do more to support students with disabilities. This budget takes an historic step on that front by proposing a \$3 billion increase for the Individuals with Disabilities Education Act. Over the years, Congress has fallen short of its promise to use 40 percent of the funding to support the education of students with disabilities through IDEA (Individuals with Disabilities Education Act).

Currently only 13 percent is provided and struggling States and districts have been left to fill in the gaps. President Biden's proposal will help us better keep this promise and help schools across the country, address the shortage of teachers for students with disabilities, and provide early intervention services so students can get the support they need to succeed as soon as possible.

And when it comes to supporting students' academic, social, emotional, and mental health needs, this budget proposes a \$413 million increase for full-service community schools, an increase of \$120 million for English Language Acquisition Grants, and a new \$1 billion initiative to ensure students have access to school counselors, nurses, and mental health professionals.

This is especially critical, given the mental health challenges students, educators, and school staff have faced during the pandemic. These challenges will persist well into the next school year. We need to make investments to support student and staff wellbeing, and we need to bring in more counselors, nurses, and psychologists. In Washington State we only have one school psychologist for every 1,000 students. This budget will help us tackle inequities in higher education as well, and significantly expand support for students pursuing a postsecondary education, including by increasing the maximum Pell Grant by almost a third.

HIGHER EDUCATION

This is so important. Federal support like Pell Grants allowed my six brothers, and sisters, and I, to all go to college. But Pell has gone from covering 75 percent of the average cost of a 4-year degree at its peak to less than 30 percent today. We have to strengthen and expand Pell. And this budget is a clear step in the right direction. Ultimately, we need to do even more to double the maximum Pell award over the next 6 years, protect Pell from being cut by budget shortfalls, and expand Pell Grants to more students.

Today, I join colleagues in the House and Senate to introduce legislation to accomplish all of that. And I hope to work with you, Secretary Cardona, and my colleagues here in Congress to get this done. And increased Pell Grants are just one of several investments, this budget proposes to make higher education more accessible and affordable for all students, provides funding to help implement the Bipartisan FAFSA (Free Application for Federal Student Aid) Simplification Bill I worked to pass last December.

This will make it easier for all students to apply for financial aid, including Pell Grants, expand the number of students eligible for support, and increase financial aid to students with low incomes. It increases funding for TRIO programs, which help first-generation college students, students with disabilities, and students from families with low incomes to get to and go through college successfully.

It nearly doubles funding for quality campus-based childcare to support student and parents under the CCAMPIS (Child Care Access Means Parents in School) Program. And it provides increased funding for historically under-resourced colleges and universities, including \$345 million, which is a 44 percent increase, in funding for minority serving institutions, like Historically Black Colleges, and Universities, and other institutions predominantly serving low-income students, like community colleges. And finally, this budget increases funding for the Department's Office for Civil Rights.

TITLE IX

Between this budget and the public hearings, the Department started last week on the previous administration's inadequate Title IX Rule, it is clear we have a President who is focused on protecting students, no matter their race, ethnicity, religion, sex, including sexual orientation, and gender identity, or disability.

I will be watching your work in this space closely, and encourage the Department to continue its efforts, to hear, acknowledge and address the stories and concerns of survivors of sexual assault.

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS

I will say, one area where I would like to see an increased investment, is funding to support education for children and youth who are experiencing homelessness. But overall, this budget is night-and-day different from the previous administration. I always say a budget is a reflection of your values. And this budget shows President Biden understands the money we spend on schools, students, and public education is an investment in our future. What our Nation accomplishes in the years ahead will be determined by the op-

portunities and support we are able to give children across the country, now.

I look forward to working with the administration and with my colleagues on this committee to make the investments in education we need to make so we have a brighter future for our families.

With that, I will turn it over to Senator Blunt for his remarks.

STATEMENT OF SENATOR ROY BLUNT

Senator BLUNT. Well, thank you, Senator Murray. And welcome to the hearing, Secretary Cardona. I know this is your first time to appear before this committee, and I am sure by the end of the hearing, you will be looking forward to next year when you get to come back, and the other discussions we will have between now and then. I am just glad we had a chance to talk, not only during the confirmation process, but again yesterday, and look for more opportunities to do that.

Certainly, the last year has been one of the most challenging years for students, for parents, for school administrators, for teachers, for everybody in the education field, including cafeteria workers, and bus drivers who, in a virtual setting, wound up without a job while everybody else's jobs became maybe even longer in a day to get ready for the new challenges of virtual education, where that occurred, and to try to get back to school, as quickly as they could.

You know, you and I are both first-generation college graduates, and we have both been classroom teachers, and so I think because of that, hopefully, we have an understanding of just how important education is, and what a difference, just a slight change it points along the way of your trajectory of where you think your life can take you, can make for the people we taught, just like we both saw happen with us.

We also understand the critical role education plays in our society. Our ability to compete around the world, the values that we transmit from one generation to another, all very important. I am a proud supporter of many of the programs we are going to be talking about today, career and technical education, state grants, IDEA, Title I, the TRIO Programs, school-based mental health, that you and I talked about yesterday.

Now I am concerned about the spending level. I just heard the Chair mentioned the importance of this huge increase of about 41 percent in spending. I think that increase on top of the \$280 billion in COVID-19 supplemental funding for education, last year, is a lot of input into the system in a very short period of time. In fact, last year's spending was about four times as much as the Department normally receives in annual appropriations each year. This year the request is \$102.8 billion, which is almost \$30 billion, or 41 percent greater than last year's spending.

It is a lot of money to try to put into the system all at once. I look forward to hearing your plans and, hopefully, some of your concerns about how that much new funding going into the system would go in, in the best possible way. As a former university president, I am particularly concerned about the proposal to make community college tuition free for all students. As, you know, my view

is if you want to make a college education really expensive, make it free, but we will talk about that.

We will talk about what we are doing now to make it possible for people to go to college and what you are proposing in terms of making those first 2 years free at community colleges. I would point out that in the average community college in America, if you qualify for the full Pell Grant, you have more money in that grant than books, fees, and tuition. I think the average Pell Grant recipient was \$3,946, the average tuition and fees at community colleges was \$3,700. I think there may be other ways to make it possible for more people to go to community college, and all other schools without cost. But we are going to talk about that today, and as we move forward with this budget.

Many States across the country already have programs that make up the difference, and at a community college in Missouri the A+ scholarship pays the community college tuition for eligible students for up to 2 years. I do think those colleges play an incredibly important role in the country. Both as an access point for education, but also as a way to get people ready for jobs that are available, or could be available, in a specific community.

I am concerned that free community college for everybody unfairly subsidizes higher-income students. And if it is community college only, it creates an incentive for students to attend schools that may not be the best fit for them. Through the Pell Grant limited taxpayer dollars have targeted students in the most need. It maintains the ability of students to Pell Grant, and most of our other programs, to pick institutions that best meet their individual needs.

Since this committee worked to reinstate year-round Pell Grants, with Senator Murray and I working hard to lead on that effort, students have the flexibility to accelerate their post-secondary studies and complete their programs more quickly.

I am pleased to see that the budget does not include widespread loan forgiveness. However, the Department has not outlined a plan at the same time for borrowers to get back into the repayment process. Federal student loan borrowers have gone for over a year without being required to make a payment on their loans. And I think it is important that the Department begins communicating to those borrowers early and often to ensure that all borrowers understand their responsibilities, and their repayment options when a payment or a loan comes due October 1 of this year. I don't see any discussion about that in the comments you are making today, and something I would like to see more thought given to.

I am also concerned that the Department has not announced how long the student loan servicing will be handled moving forward, once the legacy servicing contracts end later this year. We have spent a lot of time in this committee looking at past proposals on changing that system. As you and I discussed yesterday, I look forward to hearing your thoughts as to how that system moved forward.

We both support increased educational opportunities in every State, such as Title I and IDEA. It is my goal to find ways we can work together. This budget proposes a 10 percent increase, or \$120 million in discretionary funding for career and technical education,

teamed with \$1 billion in mandatory funding for a New Career Pathways Program. I do think it is critically important we provide students with meaningful information about the jobs that are out there with the work-based learning opportunities and exposure to different career paths early in high school.

We have been talking about that for some time. There is a lost decade for so many people from the time they graduate until the time they really settle in, to the career that provides the most promise and the most satisfaction for them.

So I look forward to working together on this. I know we are going to have a number of questions and concerns about this budget, but it is a critically important part of how people move forward in our country, giving them those opportunities and the information they need. And I look forward to working with you to find the appropriate balance between fiscal responsibility and meaningful investment that supports access to quality education for all students.

Thank you, Chair.

[The statement follows:]

PREPARED STATEMENT OF SENATOR ROY BLUNT

Good morning. Thank you, Chair Murray. And thank you, Secretary Cardona, for appearing before the Subcommittee today to discuss the Department of Education's FY2022 budget request.

This has been a long and challenging year for all Americans, but it has been particularly difficult for students, parents, teachers, school administrators, and all those in the education field. You and I are both first generation college graduates and classroom teachers, we know how much education can change the trajectory of a person's life, because we saw it in our own lives and in the lives of the people we taught. We also understand the critical role education plays in our society and its impact on our nation's ability to compete in a global economy.

Because of that, I am proud to support key programs that the Department of Education administers such as career and technical education state grants, IDEA, and Title I, Part A. However, I am concerned with the unprecedented level of spending proposed in this budget request, particularly at a time when Congress has already provided almost \$280 billion in COVID-19 supplemental funding for education in the last year. For reference, that is about four times as much as the Department receives in annual appropriations each year.

The FY2022 budget request for the Department of Education is \$102.8 billion, which is \$29.8 billion, or 41 percent, more than FY2021. Future generations can't afford this budget. It also invests the majority of new funding in new programs—and the budget provides few details on how these programs will work and who will benefit.

As a former university president, I am particularly concerned about the proposal to make community college tuition "free" for all students. As the saying goes, if you think college is expensive now, wait until you see what it costs when it's free.

First, for most low-income students who receive a Pell Grant, community college tuition is already free. Last school year, the average Pell Grant recipient at a community college received \$3,946, while the average tuition and fees at these schools were only \$3,700.

Second, many states across the country already have programs to make up the difference between a student's Pell Grant and the cost of community college if there is one. In Missouri, the A+ Scholarship pays the community college tuition for an eligible student for up to two years.

Finally, while community colleges play a crucial role in our diverse higher education system in America, they may not be the best choice for every student.

Rather than subsidizing higher income students and incentivizing students to attend schools that may not be the best fit for them, we should instead focus our investments in programs that make a student's choice in college affordable. And the best way to do so is through the Pell Grant program and other programs like the GI bill, work study and SEOG.

Through the Pell Grant program, limited taxpayer dollars are targeted toward students most in need. It maintains the ability of students to pick the institutions that best meets their individual needs. And since this Subcommittee reinstated year-round Pell Grants in FY2017, students have the flexibility to accelerate their postsecondary studies and complete their programs more quickly. This Subcommittee has boosted the maximum Pell Grant award for the past four years, and I hope we can do so again this year.

While I am pleased to see that the budget request does not include widespread loan forgiveness, I am concerned that the Administration has not outlined a plan to transition borrowers back into repayment when the student loan pause ends this fall. Federal student loan borrowers have gone over a year without making a payment on their loans.

It is absolutely imperative that the Department begins communicating with borrowers early and often to ensure that all borrowers understand their responsibilities and their repayment options when a payment or loan come due on October 1, 2021.

As borrowers begin to repay their loans after such a long pause, student loan servicing will be more important than ever. However, I am concerned that the Department has not announced how student loan servicing will be handled moving forward once legacy servicing contracts end later this year and early next year. This Subcommittee has worked closely with the Department over the past several years as it continues to reform and modernize the Federal student loan servicing system, and I hope that will continue.

Mr. Secretary, while there are issues on which we disagree, we have many shared priorities that are reflected in the budget request. I know we both share a strong desire to fund programs that are proven and benefit all students, and I know we both support increased educational opportunities in every state, such as Title I and IDEA. It is my goal for us to work together on many of these and other important issues.

In particular, the budget proposes a 10 percent increase, or \$128 million, in discretionary funding for career and technical education, teamed with \$1 billion in mandatory funding for a new career pathways program. While this Subcommittee will only consider the discretionary request, I am interested in your ideas for how this and other efforts could improve educational opportunities for students beginning in high school, or earlier, to pursue the full-range of post-secondary college and career opportunities.

Providing students meaningful work-based learning opportunities and exposure to different career paths early in high school, or even middle school, can help them identify interests that lead to well-paying jobs and careers. Too often individuals only find opportunities through apprenticeships or high-quality credential programs later in life, in their late twenties or thirties.

I call this the Lost Decade and have provided the Department \$10 million each of the past two years to work toward addressing these issues. I think giving more students access to these opportunities earlier on is an area of interest for us both, and I hope it is something we can work on together.

Mr. Secretary, I look forward to working with you this year to find the appropriate balance between fiscal responsibility and meaningful investments that support access to quality education for all students.

Thank you again for being here today.

Senator MURRAY. Thank you, Senator Blunt.

Our witness is today, is Miguel Cardona, Secretary of the Department of Education. Secretary Cardona, thank you for joining us today. And I am so glad you could be here. I look forward to your testimony, and you may begin now.

SUMMARY STATEMENT OF HON. MIGUEL CARDONA

Secretary CARDONA. Thank you. Good morning, Chairwoman Murray, Ranking Member Blunt, and distinguished members of the subcommittee.

I recently attended an International Thespian Induction ceremony at a high school where students were being inducted for their commitment to theater after this long year. My daughter was one of those students. I can tell you, it was the first time we came to-

gether as a school community in over a year. So the room was filled with a lot of emotion.

FULFILLING OUR ROLES TO IMPROVE THE EDUCATION SYSTEM

One thing caught my eye, there was a banner hanging that had a quote from the renowned poet, Alexander Pope, and the banner read, “Act well your part, there all the honour lies.” In other words, do your part, and that is where you will find the honor.

I come to you today representing the Department of Education, as we boldly do our part to serve the students across the country. That is our responsibility and our privilege. And that is where our collective honor lies.

To that end, I am proud to testify today about President Biden’s fiscal year 2022 budget request for the Department of Education, because it makes good on the President’s campaign commitment to invest in education. It also begins to address the significant inequities that students, primarily students of color, confront every day in schools, in pursuit of higher education, and career technical education. I want to thank members of the subcommittee and your staff who have helped ensure the passage of the American Rescue Plan, bringing vital resources to our schools and colleges across the country. The American Rescue Plan funds will ensure that school buildings reopen for full-time in-person instruction safely and quickly.

EDUCATION AS AN EQUALIZER

I come to you today with a great sense of urgency about the work we have to do. Generations of inequity have left far too many students without equitable access to high-quality, inclusive learning opportunities, including in our rural communities. Education can be the great equalizer like it was for me and for many of you, but we have to prioritize, replicate, and invest in what works for all students. Not just some.

We must do more to level the playing field, including providing a strong foundation from birth, improving diversity among the teacher workforce, creating learning pathways that work for all students. To that end, the budget proposal calls on Congress to invest nearly \$103 billion in the Department of Education’s programs, a 41 percent increase over the fiscal year 2021 appropriation to support students’ success.

OVERVIEW OF THE BUDGET REQUEST

The fiscal year 2022 request also makes a meaningful down payment toward the Biden-Harris administration’s goal of reversing inequities. That is what is at stake here, reversing inequities. The centerpiece is a proposal for a new \$20 billion Title I equity grants program that would address inequities and disparities between under-resourced schools and their wealthier counterparts.

It would support competitive compensation for teachers and Title I schools, expand access to pre-kindergarten, and increase preparation for, access to, and success in rigorous coursework. Our requests would put the Nation on a path to double the number of school counselors, nurses, and mental health professionals in our

schools, and significantly expand support for community schools to help increase the availability of wraparound service services to students and families in underserved schools and communities.

The pandemic reinforced the need for this. We also think it is past time for the Federal Government to make good on its commitment to students with disabilities, and their families, and the request makes a significant move toward full funding of IDEA, proposing a 20 percent increase for IDEA State grants of \$2.6 billion.

Turning to higher education, an area that needs immediate attention. Our budget proposal begins the Biden-Harris administration's critical work to increase access and affordability for students. The budget proposal coupled with increased proposals—proposed in the American Families Plan would be the largest increase to Pell Grant ever, helping millions of students and families pursue their goals. Importantly, our proposal would ensure that Dreamers may also receive Pell Grants if they meet current eligibility requirements.

The fiscal year 2022 request paints a bold picture for the future of our institutional and student support programs. The budget increases institutional capacity and student supports at minority-serving institutions, with additional funding for HBCUs (Historically Black Colleges and Universities), Hispanic-Serving Institutions, Asian-American, and Native-American Pacific Islander-serving Institutions, and Tribally Controlled Colleges and Universities, as well as our beloved TRIO and GEAR UP programs to help ensure underserved students succeed and graduate from college.

Finally, we would prioritize efforts to enforce civil rights laws related to education through a 10 percent increase for the Office for Civil Rights, to protect students and advance equity and educational opportunity, and delivery in preschool through college. This is a fundamental right we are committed to for all students.

Working together with stakeholders, including students and educators, we can and will heal, learn, and grow together, during this challenging time. I am committed to working collaboratively with each of you to strengthen our schools, and campuses, and to help improve opportunities, pathways, and outcomes for students across the country, including students in our rural communities.

Thank you. And I look forward to answering any questions you may have.

[The statement follows:]

PREPARED STATEMENT OF HON. MIGUEL CARDONA

Good morning Chairwoman Murray and Ranking Member Blunt.

I am pleased to join you today, and I am proud to testify on behalf of President Biden's fiscal year 2022 Budget Request for the Department of Education. The full fiscal year 2022 Budget Request, which was released a little over two weeks ago, makes good on President

Biden's campaign commitment to reverse years of underinvestment in Federal education programs and would begin to address the significant inequities that millions of students—primarily students of color—and teachers confront every day in underserved schools across America. These inequities in opportunity and access continue to be experienced by students pursuing higher education and career and technical education credentials as well.

AMERICAN RESCUE PLAN ACT

Before I begin, I want to thank the Members of the Subcommittee—and your staff—who helped carry the American Rescue Plan Act to the finish line. I can tell

you from immediate experience that the ARP funds will make all the difference in ensuring that schools re-open for full-time, in-person instruction as safely and soon as possible. In addition, ARP funds will enable schools to address the mental health, social, and emotional needs of students that the pandemic has laid bare, and to fully recover from the massive impact of lost instructional time on student achievement during the pandemic.

The plans to reopen are bold—and will require coordination among key stakeholders at the Federal, State, and local levels. But they match the urgency the challenges before us demand. It's important to remember that once we fully reopen schools, we still have work to do. Our job will not be done. Generations of inequity have left far too many students without equitable access to high-quality, inclusive learning opportunities. Education can be the great equalizer—it was for me—if we prioritize, replicate, and invest in what works for all students, not just some.

We must do more to level the playing field, including providing a strong foundation from birth, improving diversity among the teacher workforce, and creating learning pathways that work for all students. To that end, the fiscal year 2022 budget proposal for the Department of Education provides strong investments in key areas to ensure students of all ages have what they need to succeed.

DEPARTMENT OF EDUCATION FUNDING LEVELS

The President's fiscal year 2022 request calls for a significant and long-overdue increase in Federal support for education from birth through college and career. The proposed discretionary request of \$103 billion for Department of Education programs, an increase of almost \$30 billion over the fiscal year 2021 enacted level, would be complemented by additional mandatory investments under the American Jobs Plan and the American Families Plan. We understand that some have raised questions about the unprecedented increase in Federal education funding proposed by President Biden, particularly coming on top of emergency appropriations over the past year to address the impact of the COVID-19 pandemic on our schools. However, it's important to recognize that these bold proposals follow a decade of virtually no funding growth in real terms for Department programs, a significant under-investment in light of the rising needs of students and families.

The \$73.5 billion that Congress appropriated for the Department for the current fiscal year, fiscal year 2021, is about 8 percent more than the fiscal year 2011 total of \$68.3 billion. Title I funding did a little better, up 10 percent, or 1 percent a year, over the same period of time. The total Federal investment in elementary and secondary education grew at the same rate—just 1 percent annually over the past 10 years—not even keeping up with inflation.

FUNDING INEQUITIES IN STATE AND LOCAL EDUCATION SYSTEMS

This underinvestment in K-12 education matters because of the dramatic and longstanding inequities in State and local education funding systems, which despite more than half a century of litigation and reform, too often continue to provide significantly less funding for high-poverty districts and schools, which are more likely to serve students of color, resulting in a disproportionate impact on these students. Reversing these funding inequities, as well as immediately addressing the negative impact of those inequities in service of students, are critical goals of the Biden-Harris Administration's racial equity agenda, and the President's fiscal year 2022 request for the Department of Education would make a meaningful down payment toward these goals. Addressing these inequities are critical to our nation's future. Our country and our economy will be stronger when every child is prepared to succeed in tomorrow's economy, regardless of race, zip code, their family's income, or disability.

INVESTMENT IN TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

The centerpiece of that request is \$20 billion for a new Title I Equity Grants program—part of the President's commitment to dramatically increase funding for Title I schools—that would help address long-standing funding disparities between under-resourced school districts and their wealthier counterparts; ensure teachers in Title I schools are paid competitively; support expanded access to preschool; and increase preparation for, access to, and success in the rigorous coursework needed to prepare for postsecondary education and high-paying, in-demand careers. This proposal will further the goals of Title I as outlined by President Johnson in partnership with Congress back in 1965 as part of the War on Poverty, to help ensure that all students—especially students from low-income backgrounds and students of color in underserved communities—receive the high-quality education they need to thrive and achieve their dreams.

INVESTMENT IN IMPROVING STUDENTS' PHYSICAL AND MENTAL HEALTH

Long before the COVID-19 pandemic there was increasing evidence that the conditions of poverty—especially concentrated poverty—take a tragic toll on the physical and mental health of students. This warrants significant investments in mitigating the impact of this toll in order to improve student outcomes. Congress recognized this problem, in part, through the creation and rapid increase in funding for the Title IV-A Student Support and Academic Enrichment program. Our request would build on these efforts through a \$1 billion investment for a new School-Based Health Professionals program to support the mental health needs of our students by increasing the number of counselors, nurses, and mental health professionals in our schools, and building the pipeline for these critical staff, with an emphasis on underserved schools.

COMMUNITY-BASED PROGRAMS

In addition, the President's request would help increase the availability of a broad range of wrap-around services to students and families in underserved schools and communities through a significant expansion of the Full-Service Community Schools program, from \$30 million in fiscal year 2021 to \$443 million in fiscal year 2022. This program recognizes the role of schools as the centers of our communities and neighborhoods, and funds efforts to identify and integrate the wide range of community-based resources needed to support students and their families, expand learning opportunities for students and parents alike, support collaborative leadership and practices, and promote the family and community engagement that can help ensure student success. The request would support implementation of the community schools model at roughly 800 additional schools serving up to 2.4 million students, family members, and community members.

Our request also would help strengthen communities by fostering diverse schools through renewed efforts to improve school racial and socioeconomic diversity. We would provide \$100 million for a new Fostering Diverse Schools program that would help communities develop and implement strategies that will build more racially and socioeconomically diverse schools. Research suggests that diverse learning environments benefit all students and can improve student achievement, serve as engines of social and economic mobility, and promote school improvement. Our proposal also would build evidence around effective practices for addressing the growing concern that our Nation's schools are becoming less diverse and more segregated each year.

SUPPORT FOR SPECIAL EDUCATION

We also think it is past time for the Federal Government to make good on its commitment to students with disabilities and their families, as expressed in the Individuals with Disabilities Education Act. The President's request makes a significant move toward full funding of the IDEA with a \$2.6 billion, or 20 percent, increase for IDEA Part B Grants to States above the regular fiscal year 2021 appropriation, for a total of \$15.5 billion. Notably, this increase would raise the Federal share of the excess cost of serving students with disabilities for the first time in 8 years—demonstrating that IDEA has been yet another casualty of the Federal underinvestment in education over the past 10 years.

In addition, we would increase funding for the IDEA Part C Grants for the Infants and Families program by more than 50 percent, or \$250 million above the regular fiscal year 2021 appropriation level, for a total of \$732 million to expand access to early intervention services for infants and toddlers with disabilities. We would pair this increased funding with reforms to strengthen the Part C program, particularly for children who have been historically underrepresented in the program, including children of color.

The President's Request would also boost the Preschool Grants program by \$105 million over the 2021 appropriation, to aid in the provision of special education and related services for children with disabilities aged 3 through 5.

TEACHER TRAINING AND SUPPORT

The Title I Equity Grants proposal is just one demonstration of President Biden's strong commitment to teachers. Other key investments, split between discretionary and mandatory American Families Plan funding, include \$412 million (\$132 million in discretionary funding and an additional \$280 in mandatory authority for fiscal year 2022) for Teacher Quality Partnerships to address teaching shortages, improve training and supports for teachers, and boost teacher diversity, particularly through investment in teacher residencies and Grow Your Own programs; \$340 million (\$250

million in discretionary funding and an additional \$90 million in mandatory authority for fiscal year 2022) for Special Education Personnel Preparation to ensure that there are adequate numbers of personnel with the skills and knowledge necessary to help children with disabilities succeed educationally; and \$60 million (\$20 million in discretionary funding and an additional \$40 in mandatory authority for fiscal year 2022) to fund for the first time the Hawkins Centers of Excellence program designed to increase the quality and number of new teachers of color. In addition, the American Families Plan would make a one-time mandatory investment of \$1.6 billion to support additional certifications at no cost for more than 100,000 educators in high-demand areas like special education, bilingual education, career and technical education, and science, technology, engineering, and mathematics. We are also requesting, through the American Families Plan, \$200 million in mandatory authority for a new Expanding Opportunities for Teacher Leadership and Development program to support opportunities for experienced and effective teachers to lead and have a greater impact on their school community while remaining in the classroom (and be compensated for additional responsibilities) through such activities as high-quality teacher mentorship programs and job-embedded coaching. Lastly, the American Families Plan would double TEACH Grants from \$4,000 to \$8,000 for future teachers while earning their degrees.

IMPROVING CAREER PATHWAYS

The President's Request also recognizes that a skilled workforce is critical for both strong communities and a strong economy by proposing to make targeted investments that would help build the capacity of our workforce development system. These investments include an increase of \$108 million in Career and Technical Education National Programs to support an innovation grants initiative focused on youth work-based learning and industry credential attainment, along with a \$25 million increase under Adult Education National Leadership Activities to expand college bridge programs for low-skilled adults without a high school degree. In addition, the American Jobs Plan would provide \$1 billion in mandatory funding in fiscal year 2022 (\$10 billion total over 10 years) to expand career pathways for underserved middle and high school students that include partnerships with employers, community colleges and other partners and allow students to earn credentials or college credit while still in high school; and also would invest \$100 million annually over the next 10 years to help connect job-seeking adults to employment opportunities by focusing on foundational skills and embedded career services.

POSTSECONDARY EDUCATION INVESTMENTS

Turning to higher education, our budget proposal would make postsecondary education more affordable for students from low-income households through a \$400 increase to the maximum Pell Grant. In combination with the \$1,475 increase to the maximum Pell Grant proposed in the American Families Plan, the increase in 2022 would be the largest increase to the Pell Grant ever. This historic increase is just a first step in a more comprehensive proposal to double the grant. Importantly, our proposal also would ensure that postsecondary students who are DACA recipients may receive Pell Grants and other federal aid if they meet current eligibility requirements.

Through the American Families Plan, our budget proposal would provide two years of free community college to first-time students and those wishing to reskill. It would also make college more affordable for low- and middle-income students at four-year Historically Black Colleges and Universities (HBCUs), Tribal Colleges and Universities (TCUs), and Minority Serving Institutions (MSIs) such as Hispanic-Serving Institutions (HSIs) and Asian American and Native American Pacific Islander-Serving Institutions (AANAPISIs).

The fiscal year 2022 request also would increase institutional capacity and student supports at HBCUs, TCUs, and MSIs, and other under-resourced institutions, such as community colleges. The discretionary request includes more than \$600 million in additional funding for institutional supports programs and programs like TRIO and GEAR UP, to help ensure underserved students succeed in and graduate from college. The American Families Plan also provides historic mandatory investments over ten years in college access and success, including \$46 billion for HBCUs, TCUs, and MSIs, and \$62 billion for a new Completion Grants program that would make formula grants to States to support the use of evidence-based strategies to strengthen completion and retention rates at institutions that serve students from our most disadvantaged communities like community colleges.

SCHOOL INFRASTRUCTURE

Too many students attend schools and child care centers that are run-down, unsafe, and pose health risks. These conditions are dangerous for our kids and exist disproportionately in schools with a high percentage of low-income students and students of color. We can't close the opportunity gap if low-income kids go to schools in buildings that undermine health and safety, while wealthier students get access to safe buildings with labs and technology that prepare them for the jobs of the future. Accordingly, the American Jobs Plan would provide \$10 billion in mandatory funding in 2022, and \$50 billion over five years, for grants to upgrade existing school facilities and build new public elementary and secondary schools. Outside of the Department of Education, funding would leverage an additional \$50 billion in investments in school infrastructure through bonds. The American Jobs Plan would also provide \$2.4 billion in mandatory funding in 2022, and \$12 billion over five years, for grants to invest in community college facilities and technology in order to help protect the health and safety of students and faculty, address education deserts (particularly for rural communities), grow local economies, improve energy efficiency and resilience, and narrow funding inequities.

STUDENT AID ADMINISTRATION

In addition to making college more affordable, our budget proposal will improve the services we provide students and families to help them pay for college. We are requesting \$2.1 billion to administer the Federal student aid programs in fiscal year 2022, an increase of \$200 million over the fiscal year 2021 appropriation. The requested funds are necessary to implement the FAFSA(r) Simplification Act and FUTURE Act, which together will greatly ease the process of applying for student aid and accessing affordable, income-driven repayment options; provide high-quality loan servicing to more than 40 million student loan borrowers; and protect the personally identifiable information of around 75 million students and parents.

ENFORCEMENT OF CIVIL RIGHTS LAWS

Finally, we would prioritize efforts to enforce the Nation's civil rights laws, as they relate to education, through a 10 percent increase for the Office for Civil Rights to protect students, providing a total of \$144 million to advance equity in educational opportunity and delivery at Pre-K through 12 schools and at institutions of higher education.

CLOSING REMARKS

Thank you again for this opportunity to share more about the President's plan to invest in students of all ages and the institutions that serve them. I look forward to hearing your reactions to this historic budget request, and to learning more about your individual interests and priorities related to Department of Education programs and activities. I am committed to working collaboratively with each of you, to the greatest extent possible, to help improve educational opportunities and outcomes for all students.

Thank you, and I will do my best to respond to any questions you may have.

RESOURCE ALLOCATION

Senator MURRAY. Thank you so much, Mr. Secretary. We will now begin around a 5-minute questions of our witness, and I ask our colleagues to, please, keep track of your clock. Stay within those 5 minutes.

Mr. Secretary, the President's budget calls for major investments in our Nation's public schools, acknowledging the significant resource disparities between schools serving more students from families with low incomes and their wealthier peers. These resource discrepancies contribute to the achievement gap between students of color who represent more than half of our students served in Title I schools and white students. One of the key provisions we included in the Reauthorization of the Elementary and Secondary Education Act, is a requirement to review the resource inequities in schools which have been identified for support and improvement.

And we also included a requirement for per pupil expenditure reporting for all States and school districts in the Nation, a requirement that still has not been fully implemented years after we passed the law. I believe that combination of additional Federal education investments, accurate and timely reporting, and thoughtful review of how all education funds are being allocated and used in schools needing additional support would improve the quality of education services for all of our students and families.

I know the pandemic has likely impacted the implementation of these resource allocation reviews, but can you share your plans for supporting and monitoring State and local agencies conducting these reviews, as well as your plans for ensuring States and school districts do comply with the SEA's (State Educational Agencies) fiscal equity reporting requirements?

Secretary CARDONA. Thank you, Senator Murray. And you start with an issue that is critically important that we must address together. The opportunity gaps and achievement disparities and outcomes are significant, so much so that I have been an educator for over 20 years, it has almost become normalized. And we have an opportunity here to address it, with the budget proposal, and the American Families Plan, there is a transformational opportunity for our country, to not only recover from the pandemic, but to be better than we ever were before in education.

And I look forward to ensuring that every penny that is allocated is used to support our students in a way that is equitable. You know, we talk a lot about education being the great equalizer, well, this budget proposes strategies to get there. And it is important for me to make sure that while the resources are there, we have equal amounts of accountability to make sure that the funds are being used for what they were intended.

So, absolutely, to me, the work that we do at the agency to ensure that the funds are being used for what they were intended for is critically as important as providing resources. We can't get to equalizing the playing field if the resources are not being used where they are supposed to.

So I, and the team at the Department of Education, will be very vigilant, especially with this new American Rescue Plan, and the funding that has been provided over the last year. We are going to be vigilant to make sure that the funds are being used for what they are intended to be used for. And I will add that as we rolled out the American Rescue Plan, we required States to provide transparent reports on how they were going to use the money, and engage stakeholders, so they are a part of the process early and ensure that equity is at the heart of the plan.

I envision this being something that is going to help lift our students. And I look forward to working with you and others to make sure it happens.

INVESTMENTS TO SUPPORT HIGHER EDUCATION

Senator MURRAY. Okay. Thank you. And on higher Ed, the pandemic really exacerbated, as we know, the financial challenges a lot of our students face pursuing a post-secondary education. Congress, as you know, responded by providing significant relief to students and borrowers, including flexible funding to address students' basic

needs during this pandemic. But as our country begins to recover from this pandemic, many of the financial strains that are facing students who are low-income, students of color, student parents, and first-generation students are really out there for them.

This is not just the cost of tuition and fees I am talking about, but housing, food, childcare, unexpected bills that can quickly derail a student's plans. And as we turn this corner on COVID, we should redouble our efforts to help all students pursuing a post-secondary education. And this budget I think is a positive step in that direction. But can you speak for a moment about the increases for Pell Grants, and childcare, for students, parents, TRIO, why those investments are so critical right now?

Secretary CARDONA. Thank you, Senator. We recognize now that if we don't act with urgency, we are going to lose many of our students who are thinking about higher education as an opportunity to continue their growth. The increase in Pell Grants, which is significant under the American Families Plan, \$1,400, and \$400 increase here in this budget show the commitment that the President has toward ensuring equitable access to higher education for our students.

And we recognize that that, with other supports, are going to allow for our students to continue to engage in college, free community college for students, talk about giving an opportunity to students who might not even think of higher education, because it is too far off, or the fear of being in debt for the rest of their lives. With that said, the pause on loan repayment has provided—saved over \$5 billion a month for over 41 million borrowers. So we know how critically important that is. It has covered 1.1 million borrowers in the process, but programs like the Pell increase provide access to college for many more students. And we were confident with support of programs like that, and programs like TRIO, more and more students will look at higher education as an option for themselves.

Senator MURRAY. Okay. Thank you very much.

Senator Blunt.

Senator BLUNT. Thank you, Chairman.

FREE COMMUNITY COLLEGE

Secretary, let's talk a little about the first 2 years of college education being free, or at least if you choose to go to a community college. I am much more inclined to be receptive to your arguments about increasing the Pell Grant, increasing even the level of maybe whether you qualify for that maximum Pell sooner. What are you thinking about in terms of 2 years of free community college education?

I am a big supporter of the community college system, every community college in my State, I believe, understands that, but I don't quite understand, one, why we want to make community college free for everybody regardless of need. And then my second question is going to be: Why just community colleges? But how do you expect this plan to work? And would all students who choose the community college have no cost of going to that college?

Secretary CARDONA. Thank you, Senator. I recognize that there are many States that are doing amazing work providing access to

higher education institutions. I was in Michigan recently, and I saw amazing efforts there to make college affordable and accessible to students in Michigan. But this plan would allow 5.5 million students to have access to higher education who might not have had it previously.

And we know that not only is it a benefit for these students, but it is a benefit for their families, their community, and there is an economic benefit. Graduates of 2-year colleges, on average, earn 21 percent more than students with a high school diploma. We know that the skills that are needed in the workforce today are skills that would require some level of training.

So with good coordination, our free community colleges connecting with our high schools, connecting with the workforce and 4-year colleges, which stand to gain because there is going to be a wider net of students seeking higher education. We do feel that this is a step forward for the country.

Senator BLUNT. Good. I don't disagree with any of those thoughts, except your point that there would be, I think you said 5 million students that would not have access to community college, otherwise. What about all the students that could go to community college, otherwise, that we are—are we now paying that tuition as well?

Secretary CARDONA. Many of those students are benefiting from supports now. What we are doing is leveling.

Senator BLUNT. No, no. That is not what I am asking. What I am asking is if any student at any income level wants to go to community college, can they go for free under this program?

Secretary CARDONA. Yes, it would be accessible to all who want to study in a community college.

EXPANDING FREE COLLEGE PROPOSAL TO ALL ACCREDITED INSTITUTIONS

Senator BLUNT. So why would—so let's go to a second question. Why would you focus that first 2 years on a community college when students might want—that even qualify for, for instance, the Pell Grant now, they can take that Pell Grant money and go to any college, any accredited institution, public or private, they want to, and many of those institutions now with fully qualified Pell students, figure out how there is no other costs beyond Pell. Why would you not allow them to continue to have that same ability to go free to those schools as well, if they are students in real economic need?

Secretary CARDONA. Under this proposal, students will still have the choice to attend the college that they would like, benefiting from Pell Group programs if they are eligible. So it does not limit options. If anything it provides more options, and provides more opportunity for students who might not have considered higher education an option for them due to the costs.

Senator BLUNT. What about, generally, to continue this discussion, we should have free first 2 years of college, or free college for everybody, but that almost always talks about a college in a public school setting, as opposed to an accredited school setting. I think one of the real strengths of the American higher education system since World War II has been virtually all of our programs, whether

they were the GI benefit, or Pell Grants, or any other Federal Government program, you had the ability to use that at any accredited, post-secondary institution.

What is your view on that? As we continue to discuss how access to various levels of grants and fundings public—versus both public and private competing with each other after high school?

Secretary CARDONA. Thank you, Senator. You know, I look forward to continuing conversations with you and others to find the right pathway. What we want to do is provide access to higher education for students across the country; we know that access to higher education affords students the opportunities to better options in life, higher earning potential. And that is good, not only for the student, but for the community and the economy, as I said earlier. So I am a big proponent of providing options for students who want to pursue different careers, or different educational institution based on their choice. And I would be in support of exploring options to make sure that that is accessible under this plan.

Senator BLUNT. Well, the current system, as you know, creates lots of options to accredited institutions. I hope that continues to be the case, and certainly something you and I will continue to talk about. Thank you, Secretary.

Secretary CARDONA. Thank you.

Senator BLUNT. Thank you, Chair.

Senator MURRAY. Senator Shaheen.

Senator SHAHEEN. Thank you, Madam Chairwoman.

ACCESS TO AND USE OF COVID RELIEF FUNDS

Mr. Secretary, we are delighted to have you here today. I want to start with a challenge that we are having in New Hampshire. As you know, Congress has provided nearly \$200 billion for emergency relief for elementary and secondary schools as a result of the COVID pandemic. This funding was intended to assist schools during this emergency, and Congress was very clear when we passed that legislation, that the intent of these funds is to be—allow them to be at the school's discretion to meet a wide variety of local needs, including for construction projects, such as HVAC (Heating, Ventilation, and Air Conditioning) repairs and improvements.

I am very concerned about the delays that many New Hampshire schools have experienced when trying to access this relief funding. And I have been troubled by the Department's delay in issuing clear implementation guidance that regards regulatory requirements on States and school districts. Now I appreciate the guidance that was just provided to—by the Department to New Hampshire yesterday.

I hope it resolves some of this uncertainty, but there are still questions that schools have, and in order for them to benefit from this money, we have a limited time for construction during the summer, and so it would be really important to have the Department be very clear on the use of these funds. So can you talk a little bit about how the Department is working to allow expeditious access to the funds that have been approved and appropriated by Congress?

Secretary CARDONA. Thank you, Senator. You are absolutely right. The importance of being expedient in the use of funds to get

them into the schools, to provide the resources that are needed, to get the students what they need to be in the classroom quickly and as safely as possible. And with the distribution of funds, we recognize that different parts of the country have different needs. I was in Philadelphia recently, and I learned how the ventilation issues in those schools prevented students from coming in at the same rate as communities that had schools that were a bit newer and had better ventilation. So in that particular area, the issue was ventilation.

So what we want to do is balance flexibility around how the funds are used with ensuring that the funds are being used to safely reopen schools, and address inequities that were exacerbated during the pandemic. And by the strategies that we are taking is becoming accessible, and making sure we are working with States on their individual needs, and their individual challenges. We worked closely with various States, meeting with them and having conversations with not only their educators, but their elected officials, to ensure that maintenance of effort is being kept, and that the funds are being moved quickly to help the schools, and getting out to the LEAs (Local Education Agency) as soon as possible, and we will continue to do that.

Senator SHAHEEN. Well, I appreciate that, but that hasn't happened as expeditiously in New Hampshire, as the school districts really need it to happen. The ventilation systems, the HVAC systems are clearly an issue in many of our schools, and again, when Congress passed these funds, we tried to make it very clear that we wanted them to be as flexible as possible for use by the schools. So as you point out, the more the Department can be accommodating, and working with States on their needs as quickly as possible, the better.

Secretary CARDONA. Thank you, Senator.

Senator SHAHEEN. So do I have your commitment that the Department will continue to work with the State of New Hampshire?

Secretary CARDONA. We will be on the phone with New Hampshire today, Senator.

STUDENT LOAN REPAYMENT

Senator SHAHEEN. Thank you. All right. I am going to hold you to that. You and Senator Murray talked a little bit about the student loan program, and the effort to help address the challenge that many students are facing. This moratorium is scheduled to end September 30. I just wonder if the Department considers the final date of the moratorium, are you looking at a further extension? One of the challenges we have heard from people is needing certainty, as they are thinking about going back to school, and both loan agencies and students themselves.

Secretary CARDONA. Yes. You know, we are aiming to provide as much of an on-ramp for these borrowers as possible. And the date in September payments are—we are starting in October is something that we have, but we are continuing conversations about if that is the best time. No announcements today, but we continue to have those conversations. We recognize that for many families the recovery of this pandemic will come around the same time. Students are going to be returning to schools, mortgages have to start

getting paid, and loans have to start getting paid. So we want to make sure we are sensitive to the needs of the borrowers and aware of the other challenges that they have.

We are going to continue to do as much as we can with our authorities. Just today we are announcing \$500 million in new discharges for, over 18,000 borrowers who attended ITT technical college just to make—technical institutes, excuse me, just to make sure that every authority that we have currently, we are taking advantage of it to support our borrowers who are in need. And we do want to provide timely information, as Senator Blunt also mentioned, and make sure we have as long an on ramp for these borrowers to start repayment.

Senator SHAHEEN. Well, thank you. I appreciate that. And I know that it is a huge concern for borrowers, but the sooner decisions can be made, I think the better people can plan.

Secretary CARDONA. Thank you.

Senator SHAHEEN. So thank you. Thank you, Madam Chair.

Senator MURRAY. Thank you.

Senator Moran.

Senator MORAN. Thank you, Chairwoman.

INDIVIDUALS WITH DISABILITIES ACT

Mr. Secretary, thank you for your presence today. Let me just highlight a couple of things that I am pleased with, and that would be IDEA. The increased funding support for that is valuable, commitments were made a long time ago, and those commitments have not been kept for a long time. And a significant component of our success in education will be our ability to educate those who need the IDEA aspect of our public education system.

IMPACT AID

And I look forward to working with you to see that we continue to provide additional support for those students. I also want to highlight the importance of Impact Aid; Kansas with Fort Riley and Fort Leavenworth, they are hugely important to assist our school districts that have a large presence of public lands. And I look forward to working with you to see we support Impact Aid and its ability to level the playing field in the finance of education in my State.

TRIO

Let me ask a question about TRIO. The Biden Administration proposed investing \$62 billion in new college retention and completion services. This, to me, seems unnecessary spending on a duplicative program when we have TRIO programs. And I noticed in your comments you bragged about the significance and value of TRIO, but what is the circumstance that suggests that this is not duplicative or that the resources that you are putting into new programs could not be utilized in the TRIO programs to achieve the same outcome?

Secretary CARDONA. Thank you, Senator. And I do agree that the investment in special education is so needed. I have spoken to families of children with disabilities, in particular, families with chil-

dren with autism, who have said, “you know, the laptop alone is not going to cut it.” So I am hopeful that our students with disabilities are going to get the support that they need, and that we are on a path to fully funding it.

With regard to the TRIO programs, you know, one thing we have heard is, students who are in our community colleges or in our 4-year colleges, due to the pandemic have had to leave. And there is a lot of concern whether or not they are going to be able to come back. And we also know that this translates into high school students who were maybe once thinking about going to college, not having that opportunity, or having to work now to supplement the income of the home, and have other factors that are pulling them in a different direction.

So the \$200 million increase in the TRIO programs, to me, addresses what we know to be the case. What we are hearing from educators, what we are hearing from families, what we are hearing from students is that going to college for some students who might have been considering it, it seems a little bit further removed. And we want to make sure we are addressing that, so that we do continue to have students in colleges across the country.

Senator MORAN. Well, my concern is not that you are increasing the TRIO program by \$200 million; it is if TRIO is a valuable program, which I believe it is, why would we create new programs with new funding, the \$62 billion, without further utilizing the TRIO programs that already exist? We have a habit I think in Congress, and I can’t imagine that is—an administration that is immune. We in politics and public policy have a habit, when we try to highlight the value or the importance we place on something, we create a new program.

And my suggestion is, my request is an understanding of why current programs, such as TRIO, would not be the vehicle by which you deliver new assistance. There are lots of schools in Kansas and across the country that would love to have a TRIO program, would love to expand the number of TRIO programs they have. Those are restrained in many instances because of lack of funding, and yet we are putting significant new dollars into a new program, which I would suggest has a pretty similar objective as TRIO.

Secretary CARDONA. Thank you, Senator. Well, we want to make sure we have opportunities for all students. And I agree with you, the TRIO program is successful when it is able to get students into college. And I hear your question. You are saying, why are we duplicating services if TRIO does similar? I look forward to working with you to discuss this further. And we would be happy to have conversations about where you feel we should be looking at things, and combining them instead of setting a new programs.

Senator MORAN. I look forward to working with you. And I was particularly interested in your response to Senator Blunt’s question, which I—the answer at least to me, was incomplete. And I would be welcoming to see why, that the ideas that Senator Blunt suggested are ones that don’t, in your view, have merit. Thank you.

Secretary CARDONA. Thank you.

Senator MURRAY. Senator Durbin.

Senator DURBIN. Thanks Madam Chairman.

Mr. Secretary, thanks for being here.

Secretary CARDONA. Glad to be here.

FOR-PROFIT COLLEGES

Senator DURBIN. This is not a trick question, but do you have any idea what percent of post-secondary students in America enroll in for-profit colleges and universities?

Secretary CARDONA. Off the top of my head, sir, I don't, but I can get you that information.

Senator DURBIN. I will tell you what it is. I will give you the answer, and it is not to trick you. It is 8, 8 percent post-secondary students in America enroll in for-profit colleges and universities.

Next question, what percent of student loan defaults in America are accounted for by for-profit college students?

Secretary CARDONA. I have a feeling you are going to share that answer with me, sir. So, I will, turn it back to you.

Senator DURBIN. As I said, I am not trying to trick you, 30.

Secretary CARDONA. Thirty.

Senator DURBIN. Eight percent of the students, 30 percent of the student loan defaults. What does it tell us? It tells us they are enrolling students who cannot finish, won't finish. It tells us also they are charging money that students cannot repay even if they are employed, 8 percent, 30 percent. As often as I meet you here each year, I am going to ask you the same question, because the numbers don't change.

But here is what is interesting, in the COVID-19 situation, colleges and universities across America are generally struggling for enrollment, except for the for-profit schools. They have seen a 3 percent increase in students. How can that be? Are they that good? They market and advertise constantly. You don't have to turn on television, or look into the news except to see the latest ad for them. Now, the reason I raise that is because I think that raises a serious policy question about a branch of higher education that is failing so many students and yet receives such a handsome Federal subsidy.

Now you have many roles, a Secretary of Education, educator, principal, president of the university, all these things, all of the above, and you certainly have the background for it, but there is one aspect of your responsibility then I want to delve into that is not often brought up. You are the Nation's—one of the Nation's biggest bill collectors. You are a credit agency, you are a banker. And I want to tell you the record that was written by your predecessor in this field is not one that I think we want to see continue. For example, if I might. Public service loan forgiveness. Are you familiar with it?

Secretary CARDONA. Sure.

STUDENT LOANS

Senator DURBIN. Do you know what the DeVos administration did with public service loan forgiveness? I will tell you. 99 percent of those who applied were denied, that is just outrageous. And then Congress tried to extend the program with a new version. That was ignored as well. So Secretary DeVos was channeling Henry Potter and not George Bailey many, many times. When it came to borrower defense of 108,000 students who applied, and said that they

were the victims of fraud by for-profit colleges and universities, the DeVos Education Department, as they were leaving town, denied 80,000 of them after waiting month after month, and year after year. The lives of these borrowers have been compromised.

Now, I don't know how familiar you are with ECMC (Educational Credit Management Corporation). Has your staff given you a briefing on your collection agency?

Secretary CARDONA. Yes. I have heard it.

Senator DURBIN. They have?

Secretary CARDONA. Yes.

Senator DURBIN. Well, I will tell you, the last point I want to make before I turn it over for your response is this. They are outrageous. The policies that they use to collect on student loans, I don't think any of us want to try to defend in public. If someone goes into bankruptcy court and tries with the one narrow exception to the bankruptcy code for student loans, undue hardship, they don't have a chance. ECMC is going to beat them back, whether or not you are dealing with veterans, who are so disabled that they can't pay back their loans, people subsisting on Social Security Disability, people with terminal illness, they are all beaten back and denied by your collection agency. So, open question: What would you like to do about it?

Secretary CARDONA. Thank you, Senator Durbin, for bringing out the facts, on something, that I will be very frank with you is the top priority at the agency. We have done a disservice and it is time to act. It is time to have our students at the center of the conversations there. It is a high priority for me to make sure that we correct that, it is unacceptable to have a 98–99 percent refusal with public service loan forgiveness.

I had a conversation with students who had to go through that process and were given the run around. I was frustrated after that call. They had to hold on and go through different hoops to try to get an answer. And then the answers were not accurate, and they had to go somewhere else. So, there is a lot of work that has to be done.

I recently hired Richard Cordray. He was recently appointed by the President. And we need to have a consumer protection mentality, we need to put the students at the center of the conversation, and we need to make sure that what we are doing at the agency, is a model for what we expect. And we have to put our loan providers on notice that we are going to put the students first.

We have not been sitting around waiting either though, we have provided a \$1.5 billion in relief through borrower defense, by delivering a billion in full relief to 72,000 borrowers, and approving 500 million in discharges, as I mentioned with ITT. So, we are taking every opportunity now to change the culture there. And the message is very clear to Richard. Fix this. Fix this, and move quickly, and be transparent, and change the culture that people perceive.

As you pointed out, we have a culture to change and we have better—we have to implement strategies better. Our students cannot wait, and we are contributing to the problem, you will see a turnaround in that. That is a priority for me.

Senator DURBIN. Thank you. Channel George Bailey. Thank you very much.

Senator MURRAY. Thank you.

I will turn to myself, and then Senator Blunt for a second round. I would just notify all committee—members and staff to please tell your members to be here, because if there is no one else to present at after that time we will wrap up this hearing. I know Mr. Secretary, you are sad to hear that.

Secretary CARDONA. I know.

RATIONALE FOR ADDITIONAL FUNDING

Senator MURRAY. Mr. Secretary, the President's budget calls for major new investments in our Nation's public, elementary, and secondary schools, totaling \$66 billion. That is an increase of \$25 billion more than last year's, LHHS (Labor, Health and Human Services) bill, now Republican and Democrats were able to work together on COVID relief in our regular appropriations bills last year. The \$125 billion in K–12 education investments included in the American Rescue Plan Act passed earlier this year did not have bipartisan support. And some of our Republican colleagues expressed concern that those funds would not be spent quickly or were unnecessary.

Tell us why you think the additional K–12 investments proposed in the President's budget are needed on top of the significant COVID supplemental appropriations that are already enacted into law?

Secretary CARDONA. The technical support that the allocations provide are critical, and I will get into that, but let me first talk about how important it is that the President signal a transformational change in how we view education as the foundation of our country's growth.

As the First Lady said, any country that out-educates us outperforms us. So, this administration understands the important investment in education. And I don't have to remind you, because you mentioned it in your opening comments, years of underinvestment in education. I have seen that. I was a principal when we were asked to do more with less. I had class sizes that were very high, with teachers who were doing their very best to meet the needs of students, and those needs kept increasing, but the funds kept decreasing.

There is a realization here, that if we don't get this right, so much else is going to suffer. So, when we talk about what this investment can turn into, it can turn into smaller class sizes. It can turn into better teacher preparation. Students are coming back from a trauma-filled year. I spoke to a student at Harvey Milk School 2 days ago, in New York, who told me his grandmother and his significant other died in the last year.

This student is going back to school. If we are not investing in additional trauma support, training to make sure everyone, including our school bus drivers, our cafeteria aides who have been heroes this past year, have the support and training to help meet the needs of these students when they come in, then we don't stand a chance. If we are not providing funds to give students access to digital devices and broadband so that they can have access to learning wherever they are, then we lost an opportunity.

The pandemic exacerbated the need. You mentioned it in your opening comments, the impact that it is having on our poor communities, in our rural communities students didn't have access to broadband during the entire pandemic. We cannot continue under-investing in education and think that we are going to continue to produce students that are going to lead the world. We have an opportunity here, an obligation, a privilege to make sure we are funding our schools, and giving our educators the tools that they need to be successful. More importantly, giving our students the tools that they need to be successful.

Imagine our country, when students don't have to worry about not having a teacher in front of their classroom, enough materials, or access to technology so that they could get access to basic deliverables in education. That is where we are going. And this bill does that. The American Family Plan boldly communicates that. And I am excited about supporting it moving forward.

SIMPLIFICATION OF FREE APPLICATION FOR FEDERAL STUDENT AID

Senator MURRAY. Thank you. I really appreciate that response. Mr. Secretary, too many students miss out on college financial aid that they are eligible for, like Pell Grants, in part because the application process has been so cumbersome. Last December we were able to finally reach a bipartisan agreement to significantly simplify the Federal Student Aid Application process with the passage of FAFSA Simplification Act, and that law, by the way, also expands eligibility for Federal financial aid.

The administration's budget request does include a significant increase in funding to implement those and other related changes. But unfortunately, the Department announced last week, as you know, that some of those changes cannot be implemented quite as fast as all of us had really hoped. This is not a criticism of the Department. Everyone wants the law implemented as quickly as possible, but tell us what the Department is doing to implement FAFSA as quickly as possible, including moving forward with key benefits for students on time?

Secretary CARDONA. Thank you. And I recognize it is not a criticism, but, but we need to get moving on this. And I thank you, and Senator Blunt, and others who have really pushed this, and understand the importance of that simplification process. I have talked to students who said, you know what, that is too much. Or families, I can't do that. And they have missed out on opportunity.

So, the simplification process is critically important, but the reality is we walked into a system that doesn't have the capacity. As I mentioned in the previous statement, you know, under-investment leads to results. Well, we have a 45-year-old computer system that can't handle the changes that are needed, and that you voted for.

So, we need to move quickly, swiftly, to make sure we are prioritizing that, that is critically important, the FAFSA simplification. We are on it. We are going to prioritize that, again, another area that Richard is really prioritizing. And we are going to keep you updated. You deserve to be updated on what progress we are making, what challenges we have, that is a priority for the agency, and for me as Secretary.

Senator MURRAY. Thank you very much.
 Senator Blunt.

TRANSPARENCY OF COVID RELIEF SPENDING

Senator BLUNT. Thank you. Thank you, Chair. On the topic of new money to schools, Congress provided in the American Rescue Plan and the COVID supplementals, a total of \$190 billion to K through 12 education. Data provided to us by the Department as of June 4, less than \$9 billion of that has actually been spent by schools. What can we do to ensure that that money gets spent, and there is more transparency about how and where it is being spent?

Secretary CARDONA. Thank you for that question. And it gives me an opportunity to share that as the commissioner of education, during the beginning of the pandemic and throughout most of the pandemic, we also had to develop systems that did not exist before, to distribute money in this unprecedented time, to make sure that LEAs had the support they needed. And as the Senator mentioned earlier, in some places that process is slower than we would like.

So we are in communication with our districts, our State LEAs, and we recognize, however, and I can tell you from experience that, you know, a good portion, sometimes 80 percent of budget is human resources, right? So that money is drawn down as the contract, or the year goes by. And we recognize also that this is a 3- to 4-year process where the funds are going to be used to provide services for multiple years. Also, contracts that are signed off on are not paid for until the services are provided. And in many cases that extends years.

So, we recognize the need. I think the transparency, what you brought up is critically important. We asked that any planning that is being done for funds with the American Rescue Plan have transparency that are posted on websites and that engage stakeholders, so that folks know how the money is being used. We have a responsibility to ensure every dollar of taxpayer money is being used to support what it was intended to use.

Senator BLUNT. Right. Now I certainly agree with that. And I think we actually assumed that more of that money would be spent on technical support and things that wouldn't have been part of the normal education system that districts had in place, as opposed to long-term contracts with individuals, and things that probably were in their normal and regular budget.

IN-PERSON INSTRUCTION

I hope we are looking carefully to see that that money is spent, to be more ready for virtual education when we need it, and different kinds of communication when we need it. Obviously, as Senator Murray has pointed out, and others have, the loss of learning in many cases to people who couldn't go to school, either they didn't engage in a virtual class, or that wasn't the right way for them to learn. Where do you think we are going to be in the fall in terms of in-person learning? What percentage of American public school students do you think we will be back in school in the fall in person?

Secretary CARDONA. Some of the expenditures that take time, as you mentioned, are critical, virtual learning access, broadband ac-

cess, and that does take some time. With that said, I do expect 100 percent of the students across the country to have access to in-person learning. April data shows that 96 percent of the K–8 students had an opportunity to learn in person. But I would argue that hybrid isn't a great option.

In many cases families can't do the hybrid option because parents have to work. It is all or nothing. I am pushing really hard to make sure that we are addressing, and we are working with States, and local LEAs to address whatever factors might be preventing them from offering full in-person learning, full-time for all students in the fall.

That is my expectation. And we are having conversations regularly with different State leaders, and local education leaders to make sure that that is—the message is clear, and that the expectation is there. The funds are there. We have to make it happen for our students, Senator.

STUDENT LOAN SERVICING

Senator BLUNT. Let's talk about loan servicing for just a minute. Certainly, as you pointed out, and I was pleased to be involved in trying to simplify those loan forms. Senator Murray and Senator Alexander and the Authorizing Committee, last year, did a great job of leading there. Now there has been a discussion with the Title IV additional servicers, how we connect better with students—with individuals who have student loans.

This committee was not supportive of the last plan for the next generation of student loans. We are about to run out of the current framework of contracts. I think the current not-for-profit servicers contracts, and between December of this year and March of next year, there appears to be no plan to replace the current system. What I am asking is: Will you use the authority you have in the fiscal year 2021 labor bill to extend these legacy of servicing contracts while you work on a long-term servicing solution? Or do you expect to have a long-term service solution in place by December of this year?

Secretary CARDONA. We are working aggressively to make sure we have a system that has very high standards for loan servicers. We have to put the students at the center, while I don't have an announcement to make today, I will tell you that we plan on having an update, and we will update you within the next month or so to share what the plans are with that.

Senator BLUNT. Well, I will tell you. I have been very involved in this discussion. I would like to be updated, and would hope to be updated before you absolutely have a plan you are ready to announce. And then if, for whatever reason, that plan can't be put in place by the time these servicing and agreements run out I hope you are thinking about the authority that we gave you to extend those agreements if that was the best thing to do.

Thank you, Chair.

Secretary CARDONA. Thank you, Senator. We will be in touch.

Senator MURRAY. Thank you.

Senator Braun.

Senator BRAUN. Thank you, Madam Chair. I remember in our first or second conversations along the way, we have had a—kind

of a spirited discussion on resources that we put beyond education, in general. And in my opinion education, along with one's healthcare, we ought to be doing that as well as possible, not only through public, but through the private arena as well.

RETURN ON INVESTMENT IN POST-SECONDARY EDUCATION

And post-secondary education now has the dubious distinction of being the place where costs are going up more per year than any other significant sector of our economy. Just eclipsed a few years ago, the rate of increase in healthcare, which is a place I have, since I have been here wanted to reform and try to fix, because I think it is a broken system there in terms of what we do through the private sector, and through government, because we have got the entity itself, the system that doesn't deliver, it has cost us in healthcare twice as much as what it does in other countries.

So, I think it is silly to pour more resources in anything that is not delivering outcomes that look like they are at least headed in the right direction. So do you think when it comes to the results, and let us look at post-secondary education, I will come back to secondary in a moment. Do you think we have been getting a good bang for our buck?

Secretary CARDONA. There is always room for improvement, Senator. And I can assure you that the team that we are assembling recognizes the importance, and the moment that we have to make sure we are improving access and affordability. Again, I mentioned earlier, the American Families Plan provides opportunities for students to access community colleges for free. We know how important that is to give them an opportunity to join the workforce with skills that they need to be successful. And that the earning potential of graduates of community colleges can be up to 21 percent higher.

We have work to do and we are going to be aggressive to make sure that students are getting a good return on investment in post-secondary education. And we are addressing the issues that exist, where students are being taken advantage of, or sold a bill of goods and never delivered on. We are on that. And that is a priority for me.

Senator BRAUN. So my observation before I got here is that you generally don't pour resources into something until you look at what you have got, that you are trying to rebuild, re-energize, or make better. And 41 percent increase over fiscal 2021 levels is embedded in this budget proposal. And my observation, from being on a school Board for 10 years, to wrestling with education at the State level as a State legislator, it is not about spending more money, it is really more about finding how we change the system.

To me it is analogous to healthcare. And as long as we are here, since we live with no constraints, now added in the two-and-a-half years I have been here, nearly \$10 trillion in national debt. The need to be a little more entrepreneurial, a little more concerned about changing the paradigm. And here I see most of this just pouring more resources into something that doesn't need to tell us any more clearly, that it is not delivering the goods.

SECONDARY EDUCATION ALIGNMENT WITH JOB MARKET

Before I run out of time, let me pivot back to, the same point would be made in secondary education, before you get to college. College is runaway with costs that even parents are really scratching their heads. Is it worth it to send my kid into a system that 50 percent of the kids that go there don't pursue it, and many get a misguided degree, and employers don't have a market for?

Why don't we try to get it better at the secondary level and match training and skills with the high-demand, high-wage jobs that all of us have out there? My State of Indiana, checked with my kids, I think we have got 70 to 80 job openings in our own company, out of a total employment of 1200. We don't need any more 4-year degrees, because the jobs that we have in a State like Indiana, where we ship out twice as many 4-year degrees as we use in the State, we need better skills that are being delivered out of high school.

I look at a place like Garrett High School, west of Fort Wayne that catches kids and, obviously, parents, when they are fifth graders, before they go to middle school. That is something that would cost no more money, but would change the dynamic of where we need to change our emphasis in how we do things. And until education does that, until healthcare does that, I really think we are just going to be borrowing more money and putting it down a dubious hole. I won't refer to the word that comes to mind. So, a quick comment on that.

Secretary CARDONA. Thank you. I agree with you. If we do what we have done, we are going to get what we have gotten. So, you know, the plans discussed CTE (Career and Technical Education) changes. We really, if you recall, my hearing, one of my goals as Secretary of Education is to make sure we evolve our secondary schools to meet the demands of the workforce, and the careers that are available today, as you mentioned, in your own community.

So, this is something that I am eager to work with. Not only in the budget do we see that in there. And it is not just resources, it is the change in mindset. We are going to get there. And I look forward to working with you on that. I know the Jobs Plan has funds for that, the Families Plan. I know the President gets it, it is in the budget, and we are going to make it happen. And I look forward to working with you on that.

Senator BRAUN. Thank you. And I would invite you to take a road trip to Indiana and visit some of the places that are setting the trend on what we, as employers, need which is a better elementary and especially secondary education, before you start pushing kids into a broken system after that. Thank you.

Secretary CARDONA. Look forward to working with you on that.

Senator MURRAY. Senator Reed.

Senator REED. Thank you very much, madam Chairwoman.

SCHOOL INFRASTRUCTURE

Welcome, Mr. Secretary. Your experience as a State Commissioner of Education is, I think, invaluable because you have seen these issues up close and personal, as they used to say on television. And one of the issues I hope is not debatable is the poor sta-

tus of school infrastructure, and this is not just an urban issue, it is a national issue.

I have been working very hard to get resources in for infrastructure repairs in schools, and also in the context of infrastructure repairs, you can do a lot of things like, change the heating system to be more efficient. We discovered in the pandemic, in Providence they had to teach all winter with the windows open, because the HVAC system, and you probably had the same situation in Connecticut, the HVAC system would not support a safe instruction, and was probably built in 1930, et cetera.

I am pushing very hard to get \$100 billion in the Jobs Plan for the schools. And I hope you can assist me in doing that, with the President and with my colleagues.

Secretary CARDONA. Thank you, Senator. Part of the “Help Is Here Tour” we visited about nine or ten different States, and visited about ten different schools. And as I mentioned in an earlier response, the needs in different communities, post-pandemic, were different. And one really stood out to me. I was in Philadelphia, and I visited schools that were over 120 years old. You know, where the windows are shut with paint.

Senator REED. Lead paint?

Secretary CARDONA. Yes. The students, they need better. And it really just brought to the surface what educators have known for years; that facilities do matter, but what is the first thing that goes in local budgets when there is not enough funds, the facilities’ maintenance. I remember as commissioner of education, talking to district leaders who said, our system hasn’t been touched in years, the maintenance of the system hasn’t been touched in years, the filters haven’t been changed out.

I learned more about MERV 13, MERV 15, more than I ever thought I needed to know. But the point is there has been negligence on facilities for years. And what we are finding is, in order to get students back into school safely and ensure a safe learning environment where the community could feel confidence in their schools. When we talk about reopening schools, we have to take that into account. So, I agree with you. Part of the Jobs Plan has the upgrade and building new public schools where it is needed, the \$50 billion over 5 years.

But the community colleges also need the support, and the \$12 billion over 5 years there, is a commitment to making sure that our facilities are safe places for our learners, for our educators. So that kids go to school, they attend regularly, and they have a learning environment where they can grow. So, I agree with you there, wholeheartedly, Senator.

Senator REED. Well, thank you. And I must confess part of my passion is the fact that my father was a school custodian. And so he would get to—in fact supervisor custodian—so he would get those calls in the middle of a winter night to go fix the boiler that was installed in 1927 or something like that.

Secretary CARDONA. Exactly.

LITERACY

Senator REED. A further question. I had an interesting discussion with adult education providers, and they reported that 95 percent

of the students that they are serving, come to them with virtually no literacy skills. They can't read, they might graduate from high school, or at least going the length of time they have to, but they can't read. And if they can't read, it is very difficult to train someone for a job, particularly in the sophisticated, post-industrial economy.

Secretary CARDONA. Right.

Senator REED. One issue I think is if making sure we know what at least the rates are. And I have just wondered, do you have national, local, and States' reliable statistics about literacy?

Secretary CARDONA. We do, we have data that we are tracking in terms of where the States are. But we have to do more. We have to do more to make them transparent, and to ensure that the funds that are being used through the American Rescue Plan are aimed at addressing those literacy gaps. I will tell you; we know in education that if a student is not reading by 3rd grade, you are going to be intervening for the rest of that student's school career.

And in the process, probably disengaging that student in ways where they can't take the courses that they want to select, or think about college as early as they need to, to make sure they have the same opportunities as other students. But that is where I also believe, sir, that the American Family Plan and the commitment on early childhood education.

Three- four-year-old programs, I saw as a principal, when 5-year-olds walked into the kindergarten classroom on day one, we knew which students had access to high quality programs. We could tell which students didn't, and we knew, day one, kindergarten, which students were going to need intervention and support. So you pay now or pay later, we really need to focus on early childhood education, and literacy skills early, science-based, research-based practices, to make sure that we are allowing our students to have the best opportunity in life by reading by 3rd grade.

Senator REED. I agree, but we also have to pay attention to adults who will miss these prospective reforms but still have low literacy skills.

Secretary CARDONA. Right.

Senator REED. Thank you. My time has expired.

Secretary CARDONA. Thank you. Thank you, sir.

Senator MURRAY. Senator Hyde-Smith.

Senator HYDE-SMITH. Thank you, Madam Chairman. And thank you, Mr. Secretary, for being here. I absolutely loved the background that you have, and it is very obvious that you really get it.

Secretary CARDONA. Thank you.

Senator HYDE-SMITH. And I appreciate that, because I can tell by your passion that you know exactly what these students are going through. So that I truly want you to know how much I appreciate that.

Secretary CARDONA. Thank you.

FLEXIBILITY IN USE OF COVID FUNDING

Senator HYDE-SMITH. As we know from COVID, so many kids got just really far behind in so many areas, and great concern, not just in Mississippi, but everywhere. But Mississippi has recently received significant American Rescue Plan funding to help reopen our

schools. The reality is that most Mississippi schools have been open for in-person learning for nearly 10 months, as many Mississippi schools resumed classroom instructions last August. We really got back in quick with good results, and made some good decisions there that our leaders made. But the school year for most Mississippi schools ended in early May, and students are already out for their summer break.

In your submitted testimony you stated that the plans to reopen are bold, and will require coordination among key stakeholders at the Federal, State, and local levels. However, this statement, and several others from the Department, seem to ignore the fact that many other States, like Mississippi, have been opened since fall of 2020. So, we have this money, but we have already been open, but how much flexibility are schools being given to use the American Rescue Plan funding? Because that is the calls that I get, and that is the questions that I get, from my schools and my educators.

Secretary CARDONA. Yes. Thank you, for first of all, for your comments, and for the thoughts that you are bringing up on behalf of the constituents you serve. And like you, my own children have attended since August, and I have been fortunate that some of the students in Mississippi that were able to attend in person, early, safely. That is critical.

So, we know, as I mentioned in a previous response that the impact of COVID effected some regions differently than other regions. And we have to be aware of that and provide the flexibilities where needed. We recognize that in some places, while students have been in school, it might have been in a hybrid model, or some students have had access more than other students, due to, whether it is confidence, or trauma with the pandemic, some students will still need support even if they are going into school, maybe half-time, or full-time even.

We also know that summer learning will help bridge those gaps of learning that we experienced through the disruption of COVID-19. So, flexibility is important. And what we are trying to do is balance flexibility while making sure that the impacts of COVID-19 are being addressed with the American Rescue Plan, as was the expectation from Congress.

So, we are working closely with States to communicate flexibilities, and we are available, if there are questions in Mississippi, to discuss how their plans are being rolled out, and questions that they might have around flexibilities, or adherences to specific requirements that might have come out of the agency.

Senator HYDE-SMITH. So, all we have to do is really contact your Department and for these individual questions, because I know they have some really good ideas, but we want to make sure we are following the guidelines the way that we are supposed to be doing that.

Secretary CARDONA. Sure. Senator, you know, we do encourage innovation also. So, we look forward to hearing it. As matter of fact, we will reach out, just to make sure that we are partnering with Mississippi to make sure that their questions are answered, and that we can promote as much flexibility to meet the needs of the students as needed.

CHARTER SCHOOLS

Senator HYDE-SMITH. Thank you. And I have a little time left. We have seven charter schools operating in Mississippi and, you know, charter schools have given parents the flexibility to decide which schools best fits their child's needs, individually, and not the government. In some instances, charter schools also have the freedom to adapt their classrooms as they see fit. And over the years, charter schools have seen increases in academic gains. We have had a lot of success there, which allow children more opportunities as they continue in their academic career.

And with your commitment to ensuring all students have access to a quality education, how will you support school choice in order to expand access to higher quality charter schools?

Secretary CARDONA. I am a big proponent of high-quality schools for all students across the country. And I recognize that students have options and, public charter schools are options for students. And I feel that all schools should be held to similar standards of accountability. And I think that is where I stand with that. I have seen examples of schools that needed a lot of intervention, but I have also seen examples of schools that really met the needs of the student and the families in a charter school.

Senator HYDE-SMITH. Because we really had some good luck. We had a Senator Michael Watson, State Senator at the time, really worked on this a long time. He is Secretary of State right now. But it really proved that we made a lot of ground there that were good decisions and beneficial. So, you will continue to support funding for the charter school program? Is that what you are saying?

Secretary CARDONA. Yes. The President made it very clear. You know, we don't—we are not going to be promoting a private charter school growth, but we are endorsing the programs that exist now where students are taking advantage of public charter schools.

Senator HYDE-SMITH. Great. Thank you very much.

Thank you, Madam Chairwoman.

Senator MURRAY. Thank you. My understanding is Senator Manchin is going to walk in the door behind me at any moment. He will be our last questioner.

STATE PLANS FOR ESSER FUNDING

While we are waiting for him. Mr. Secretary, I just wanted to thank you and your staff for all the hard work implementing the American Rescue Plan Act and other COVID-19 Relief Legislation, and the fiscal year 2021 Appropriations Bill. I know you got a lot on your plate. And I know the processes—the Department is really in the process of reviewing the State plans that are being submitted for each State's final one-third share of ESSER (Elementary and Secondary School Emergency Relief Fund) allocations under the American Rescue Plan.

But one of my priorities really is, is that the legislation—in the legislation is the required State and school district set asides for evidence-based interventions that address the academic, and social, and emotional needs of students of color, students experiencing homelessness, underserved students.

Secretary CARDONA. Yes, right.

Senator MURRAY. And I really appreciate the Department's template for State plans that include descriptions of state strategies, for carrying out these required activities, and strategies for States to support these district plans. Can you just assure us that the Department will only approve high-quality plans that effectively address the requirements of the law?

Secretary CARDONA. Yes. As I said at the beginning, that is where the honor lies, making sure that we are serving our students. And on behalf of the 50 million students, when we review those plans, we want to ensure that we are building back better, and that the plans are addressing the inequities that were exacerbated by the pandemic, that the plans engage our stakeholders in different ways, because that is critically important. Many folks who were already struggling in school prior to the pandemic are now further away. So, we need to engage them to make sure that the schools that we are reopening are welcoming places that are able to meet their needs as well.

Senator MURRAY. Well, thank you. I really appreciate that commitment. And I just ask that you keep my staff updated on the review of those plans. As you know, high quality plans are only successful if they are effectively implemented. And I know your Department has hosted webinars, and established a clearinghouse, and taken some other actions, which I really appreciate.

And while we are waiting for Senator Manchin, share some thoughts on how the Department will support and monitor those plans.

Secretary CARDONA. Senator, I appreciate you mentioning the actions that we have taken. We have—take your time. This is something I want to talk about. So, we do have a best practices clearinghouse, innovation doesn't come from Washington, D.C., alone. In fact, across the country, we have over 1,100 submissions of innovative practices to reopen schools, and engage those students that were hardest to engage during the pandemic.

So, we are lifting our best practices from across the country. And, you know, I always say, we are going to heal together, we are going to learn together, we are going to grow together. And the tools that we have are at the disposal of the districts now are tools that were developed with them, not for them, with them. And I have to say that, you know, we are continuing that conversation. We are having an equity summit next week, where we are inviting everyone to come take a look at what it means to rethink addressing inequities, and be bold. Our students deserve it. Looking forward to that.

Senator MURRAY. Thank you. Thank you.

Senator Manchin.

Secretary CARDONA. Senator.

Senator MANCHIN. Did I interrupt you?

Secretary CARDONA. No. Not at all.

HOMELESS EDUCATION

Senator MANCHIN. Thank you so much. Let me, a few things. And I appreciate so much, Secretary, on the difficult job you have. And I want to go through a few things because a lot of it either makes sense or doesn't make sense. But the main thing is, I have really a problem with homelessness with children. And I noticed

that the budget hadn't been increased for that. But I know that we put, myself and Murkowski, and all of our colleagues on both sides of the aisle supported \$800 million going into that. But if the base doesn't move because, if it hasn't moved, it has been flat.

Secretary CARDONA. Right, right.

Senator MANCHIN. It is growing. I hope you would show attention to that. I know we were able to meet it this year, but we won't be able to meet a year after that.

Secretary CARDONA. Right.

Senator MANCHIN. Okay? So, if you can.

Secretary CARDONA. Sure. And I appreciate that. I recall experiences with students in the district where I worked before, who were experiencing homelessness. And I was always amazed at how they were able to engage in learning, and be a part of extracurriculars with housing instability, not knowing where they were going to go.

And that reduces the bandwidth for learning when you are thinking about where am I going to sleep tonight? So, the money, the \$800 million for homeless education through ARP (American Rescue Plan) is critically important. But I also want to share that the focus on community schools—the focus on community schools, and the vast proposal in the American Families Plan, is also intended to address some of these issues that lead to homelessness, right?

Senator MANCHIN. And I think homelessness, and I was just asking, we need to describe it make sure we are all on the same page.

Secretary CARDONA. Right.

Senator MANCHIN. McKinney-Vento describes homelessness one way, and the Department describes it another way. So, they might show in West Virginia we don't have that many. We know we have because we are basically talking to the schools. We know kids have been disrupted, things like that.

Secretary CARDONA. Right.

Senator MANCHIN. We need to get that definition on the same wavelength. And let me go through a few more.

Secretary CARDONA. Sure.

Senator MANCHIN. So, on that one there, and the second tranche of money is going to supposed to come out for them, the McKinney-Vento. These are very, very important. The other thing I wanted to talk about is community college. Okay. First of all, I will talk about pre-K 3 and 4, which I agree one million percent.

Secretary CARDONA. Yes.

Senator MANCHIN. We have been doing it when it wasn't even popular.

Secretary CARDONA. Right.

Senator MANCHIN. Let me tell you why we did it. Just on nutrition, just giving kids some stability in life. And we had a challenge in Appalachia. So, we had to. And I did it when I was governor, we have done it, and it has worked out great. So, I am glad the whole Nation, because you cannot get ahead of the curve if you don't start at 3 and 4 years of age.

Secretary CARDONA. Right.

FREE COMMUNITY COLLEGE PROGRAM

Senator MANCHIN. God bless you on that. Where I disagree a little bit on community and technical colleges, and I disagree on free.

Secretary CARDONA. Mm-hmm.

Senator MANCHIN. And I said, let me earn it. I have told people this and, you know, someone said free college. I said, I have a child, who is up 30–40 years of age. If they had had free college, they would still be in college. They never left, they loved it so much. That is just a little tidbit on that.

But on community, here is the thing. Community technical colleges usually trained to skills, skill sets. It is not the same as a 4-year baccalaureate, or it gives them a segue, because their grades might not have been good enough. Okay. I understand all that. But most of it is skill sets.

If we could determine the skill sets we need in different categories, in different parts of our country. So, if our community colleges are training for one thing in West Virginia, you are training for another thing in California, another thing in different parts of the country. If those skill sets are met by someone who is going, and we have a Stafford loan that we basically guarantee federally, you take the loan out. You, you accomplish that within a 2-year period of a community college, and you have that associate degree, then it should be forgiven.

Let them earn it. Don't give it on the front end, earn it on the back end. You be surprised how much more they respect and appreciate something they have earned, than something you have given them. That is the only thing I have said about that, because I can tell you, as a parent, it works and works very well. And it is very efficient. You know, that would be like the same as a kid getting it: Where is my allowance, dad? And he is 35 years old. Do you understand where I am coming from?

Secretary CARDONA. Yes. Thank you, Senator. And I look forward to hearing more, and working with you, too. We need to make sure that all students have access.

Senator MANCHIN. Right.

Secretary CARDONA. We need to make sure that all students have either access to the skilled development that you mentioned. And you are absolutely right, the workforce needs——

Senator MANCHIN. And for a time, either way.

Secretary CARDONA. But also, it might be an opportunity for students who don't think that they have the potential to go to college, to get access to a 2-year college and then continue on to a 4-year school.

Senator MANCHIN. No problem.

Secretary CARDONA. So, we are widening the net, and we know the earning potential is greater when you graduate college. And I can tell you, 21 percent for community college graduates, I believe this is good for the economy in the long term. It is really creating a workforce with higher earning potential, better discretionary income, and I do think it is——

FINANCIAL LITERACY

Senator MANCHIN. What is the dropout rate? You ever look at the dropout rate? Do you know why student loans are so high? Because we cannot even demand that they have financial literacy. They come in, we cannot even have a registrar say, no, you are not getting that much, Miguel, you don't, you only need \$4,000. I know you qualify because your family is for \$11,004, but \$4,000 is going to be fine. They cannot say that. So, end up stacking up debt, 2 years they flunk out or they quit because they haven't had to pay any payments out. And all of a sudden it comes tumbling down.

Secretary CARDONA. Yes.

Senator MANCHIN. We do a horrible job of managing student debt, but we are talking about, eliminated before you have people responsible for it.

Secretary CARDONA. We are going to be aggressive on the student debt, and making sure that we are communicating, that we are advocating for students, working with students, putting the students at the center. I am eager to get going on that and get started.

Senator MANCHIN. I cannot wait to work—I cannot wait to work with you.

Secretary CARDONA. Same here.

Senator MANCHIN. There are so many good things—and I would love to—

Secretary CARDONA. Same here. Thank you, Senator.

Senator MURRAY. Thank you.

Senator MANCHIN. Thank you.

Senator MURRAY. That will end our hearing today. I want to thank all of our fellow committee members for their participation. Secretary Cardona, thank you for your very thoughtful answers today, and to talk about the President's budget. I do look forward to continuing to work with you, to support students and families in our country.

ADDITIONAL COMMITTEE QUESTIONS

For any senators who wish to ask additional questions, questions for the record will be due Friday, June 25, at 5 p.m. The hearing record will also remain open until then for any member who wishes to submit additional materials for the record.

Secretary CARDONA. Thank you.

[The following questions were not asked at the hearing, but were submitted to the Department for response subsequent to the hearing:]

QUESTIONS SUBMITTED TO HON. MIGUEL CARDONA

QUESTIONS SUBMITTED BY SENATOR PATTY MURRAY

Question. I'd like to follow-up on our discussion during the hearing about implementation of fiscal equity requirements under current law. These requirements include resource allocation reviews by states, school districts and schools identified for support and improvement. Earlier this year, the Government Accountability Office (GAO) reported most states (43 of 51) indicated helping districts identify resource inequities as somewhat or very challenging based on survey results prior to the pandemic.

Please share the Department's plans in fiscal year 2021 and fiscal year 2022 for supporting, enhancing and monitoring resource allocation reviews by state and local education agencies and schools?

Answer. Section 1111(d)(3)(A)(ii) of the Elementary and Secondary Education Act of 1965 (ESEA) requires a State educational agency (SEA) to periodically review resource allocation to support school improvement in each local educational agency (LEA) in the State serving a significant number of schools identified for support and improvement. This requirement is part of the Department's monitoring protocol for Title I, Part A (available at: <https://oese.ed.gov/files/2020/08/SEA-Protocol-Title-I.docx>, under "Support for LEA and School Improvement"). Specifically, the protocol asks each SEA to describe how it periodically reviews resource allocation to support school improvement in each LEA serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

In addition, the Department has been providing on-going technical assistance to States regarding this requirement. For example, the State Support Network, created by the Department in 2016 to provide technical assistance to support the transition to the Every Student Succeeds Act (ESSA), hosted a community of practice (CoP) with 13 States in 2019 that focused on planning for school resource allocation reviews. Please find more information and several resources here: <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/resource-allocation-reviews-community-practice-summary/>. The State Support Network also created a number of tools to assist with school improvement planning, including Tools for School Improvement Planning, a CoP for "Implementing Needs Assessments" and other resources for developing needs assessments. It also published several blogs about using school financial data in decisionmaking, including "Going Beyond Finances in Resource Allocation Decisions".

Further, the Department's Comprehensive Centers have provided individualized technical assistance to several States on this topic. In the past 2 years (since the 2019 competition established new TA providers), the Comprehensive Centers have been supporting States in their implementation of ESEA requirements. Two centers specifically have provided assistance to States on resource allocation reviews. The Region 15 Comprehensive Center is supporting Utah in the State's work. WestEd and the Region 15 Comprehensive Center have worked on an equity driven resource allocation framework during another State collaborative session. The Region 13 Comprehensive Center has worked with the Oklahoma State Department of Education to design a Resource Allocation Review toolkit. The Region 2 Comprehensive Center is supporting efforts in Connecticut and Rhode Island to develop a process to conduct resource allocation reviews.

The fiscal year 2022 request would build on these efforts to strengthen fiscal equity through the Title I Equity Grants proposal, which would require each State to collect and make publicly available detailed data on the allocation of State and local education funding to school districts and schools. The proposal also would require the use of a consistent definition of per-pupil expenditures to support identification and mitigation of disparities in funding for high-poverty districts and schools, along with goals, interim targets, and timelines for closing identified gaps.

In addition, our proposal would encourage States to undertake a comprehensive review of their school finance systems through a \$50 million reservation for voluntary State School Funding Equity Commissions that would (1) identify funding and educational opportunity gaps based on measures of equity and adequacy; (2) through extensive community engagement, develop detailed action plans for addressing existing gaps that include goals, interim targets, and timelines for closing identified gaps; and (3) report on progress toward these goals and targets.

Question. The Every Student Succeeds Act (ESSA) established a policy requiring the reporting of actual personnel and nonpersonnel expenditures, disaggregated by Federal, state and local source of funds for each school and school district in each State. Transparently providing this information would allow a range of uses from parents seeing easily how their school's spending compares to other schools in the district to other stakeholders using the information to participate in equity conversations on differences within and between states.

What is the Department's plan for ensuring states and school districts comply with ESSA's policy requiring the reporting of actual personnel and nonpersonnel expenditures, disaggregated by Federal, state and local source of funds for each school and school district and such information is made available to the public in an accessible and understandable manner?

Answer. The Department will ensure that SEAs and LEAs meet the report card requirements in ESEA section 1111(h), including the requirement to report per-pupil expenditure data. As you are aware, to help facilitate compliance with these requirements, the Department released non-regulatory guidance on State and local report cards in September 2019 (available at: <https://oese.ed.gov/files/2020/03/report-card-guidance-final.pdf>). This document includes detailed guidance for SEAs and LEAs regarding how to calculate per-pupil expenditures. The guidance encourages

SEAs to establish uniform statewide procedures for calculating per-pupil expenditures so that that data are uniform, understandable, and comparable across each LEA and school in a State.

To help ensure SEAs and LEAs comply with applicable requirements, including reporting per-pupil expenditures, a complete review of State and local report cards is included in the Department's Title I, Part A monitoring protocols, which are found at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/performance-review/>). An important aspect of our consolidated monitoring is a thorough review, for each State monitored in a particular year, of the State's report card to ensure that it includes all required elements. In addition, each January, the Department reviews each State website to determine if States and districts were in compliance with certain report card requirements, including reporting per-pupil expenditure data. The Department shares the results of its review with each State.

Over the past few years, the Department has initiated several technical assistance activities through the State Support Network, a four-year technical assistance contract begun in 2016 to support States and districts as they transitioned to the new ESSA requirements. Some of the technical assistance initiatives focused on State and local report cards, several of which have had a particular focus on per-pupil expenditure data. For example, in 2018 a community of practice involving Arkansas, Montana, North Dakota, New Mexico, Nevada, and Oklahoma focused on improving financial transparency. Other relevant communities of practice have focused on data quality, State and local report cards, and resource allocations. Information about these communities of practice can be found at: <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/>. The Network also created the "Financial Transparency and Reporting Readiness Assessment Tool." This tool can help States and districts meet the ESSA reporting requirements by identifying and analyzing school level expenditure data. This tool contains two components—a self-diagnostic framework and an analysis tool—that are designed to help districts and States understand the dynamics of school-level per-pupil reporting in their own district financial data. The tool can be found at: <https://oese.ed.gov/resources/oese-technical-assistance-centers/state-support-network/resources/financial-transparency-reporting-readiness-assessment-tool/>.

The Department is also funding the National Comprehensive Center's work with Georgetown University's Edunomics Lab to improve the quality and utility of school-level per-pupil expenditure data that is reported on State and local report cards as required under ESSA. Edunomics' initial work through this project involved analyzing the utility and usefulness of the school-level per-pupil expenditure data reported by each State (<https://edunomicslab.org/state-data-tracker/>). The current phase of the National Comprehensive Center's project with Edunomics is focused on working with a little under 20 school districts across different States to analyze each district's school-level expenditure data and build staff capacity to use data to drive decisionmaking for school improvement and equitable allocation of resources. After piloting tools and communication materials with these school districts, Edunomics will create a data visualization tool that all districts will be able to access to analyze their school-level per-pupil expenditure data and use it for finance decisionmaking.

Additionally, the Department's National Center for Education Statistics (NCES) has been working with over 20 States to improve the quality of expenditure data reported through a voluntary data collection. Recently, NCES issued a report on highlights of school-level finance data that were previously reported (<https://nces.ed.gov/pubs2021/2021305.pdf>).

The Department looks forward to expanding and building upon these efforts.

Question. I appreciate the Secretary's commitment to properly implementing the American Rescue Plan Act of 2021, including required state and school district set-asides for evidence-based interventions that address the academic, social, and emotional needs of students of color, students experiencing homelessness and other underserved student groups disproportionately impacted by the pandemic.

Please describe in detail how the Department will support, monitor and enforce requirements of the Elementary and Secondary School Emergency Relief Fund (ESSER) related to these set-asides and implementation of State and district ESSER plans related to these state and district learning loss requirements.

Answer. We support these requirements through the State plan process that the Department established, technical assistance efforts, non-regulatory guidance documents, and ongoing communication with States through our program officers.

The ARP ESSER State plan template requires grantees to describe how they will use each required set-aside under the ARP Act. We will monitor grantees against their approved ARP ESSER State plans as well as statutory requirements. As need-

ed, the Department will issue any findings and develop corrective action plans to address those findings. We are committed to working with grantees to resolve any findings.

In July, the Department issued a notice inviting comment related to data submission requirements for the ESSER (including ESSER I, ESSER II, and ARP ESSER) annual performance report (APR). The public is asked to comment on data quality and burden-related concerns related to collecting data on evidence-based summer learning or summer enrichment programs, evidence-based afterschool programs, and extended instructional time, among other items. After the data collection instrument is finalized and APR data is submitted, the Department will review grantee submissions to identify technical assistance needs and inform future monitoring of grantees.

Question. Department regulations state the Secretary may make a continuation award for a direct grant for a budget period after the first budget period of an approved multi-year project if Congress has appropriated sufficient funds for that purpose and the grantee is making substantial progress toward meeting the goals of the project, among other factors. The regulations further state “In deciding whether a grantee has made substantial progress, the Secretary may consider any information relevant to the authorizing statute, a criterion, a priority, or a performance measure, or to a financial or other requirement that applies to the selection of applications for new grants.”

For fiscal year 2018 and 2019, how many direct grantees did not receive a continuation award for any reason? How many of such denials were related to the lack of substantial progress on performance? How much total funding was associated with such denial of a continuation award due to lack of substantial progress on performance?

Answer. In fiscal years 2018 and 2019, 11 grantees received a continuation award of \$1, which is equivalent to a denial of a continuation award but is the amount required to keep the grant award active so grantees can complete work already funded. Of those, 10 were at least in part because of issues related to substantial progress. The total amount impacted grantees requested in their initial grant applications for the budget period not funded is approximately \$38 million. In addition, the Department reduced continuation awards for other grantees if appropriate based on lack of substantial progress or other considerations. Further, some grantees asked for their continuation award to be reduced or for the grants to end early due to their concerns about not being able to implement their projects.

Question. What policies or criteria have the Department adopted for considering information in making a determination of substantial progress? If none, how does the Department consistently evaluate substantial progress?

Answer. The Department follows the procedures for non-competing continuation awards as set forth in 34 CFR 75.253 and has internal policy about how to determine substantial progress, including what should be included in documentation for non-competing continuation award documents. The policy includes considerations to support decisionmaking, including program- and grantee-specific context, monitoring grantee performance, and discussing performance concerns with grantees. There are also internal discussions across offices to share about office practices and lessons learned, particularly in light of the COVID-19 pandemic and how best to consider associated disruptions to the project activities in making substantial progress determinations.

Question. Earlier this year, the Department withdrew a notice inviting applications for equity assistance centers (EACs) issued by the previous administration and extended existing contracts for 1 year. Equity Assistance Centers can play an important role in addressing racial and other equity concerns and designing and implementing school desegregation plans.

What are the Department’s plans for the new notice inviting applications?

Answer. The Department plans to publish a notice inviting applications for new awards in the Federal Register in early 2022.

Question. How does the Department evaluate the resources needed for EACs to carry out this important work? Please share any analysis completed that supports the sufficiency of the \$6.5 million requested for EACs to delivery timely and effective services across the entire United States.

Answer. We have not carried out any detailed analysis of EAC resource needs, but we do ask the EAC grantees to tell us in their annual performance reports the percentage of technical assistance requests received from organizations that they accepted during the performance period. Annually across 2017 to 2020, the EACs were able to accept between 95 percent and 98 percent of the technical assistance requests they received from the field.

Question. As of June 11, more than sixty percent of the CARES Elementary and Secondary School Emergency Relief (ESSER) funds (\$8 billion of \$13.2 billion) have been recorded as spent and outlaid from the Federal Treasury, while \$2.1 billion of \$54.3 billion provided through ESSER in the Coronavirus Response and Relief Supplemental Appropriations (CRRSSA) Act, 2021 and \$25 million of \$81 billion obligated from ESSER funds in the American Rescue Plan (ARP) Act of 2021 have been so reported. The Department also is in the process of reviewing state plans for the obligation of the remaining one-third of the ARP ESSER funds. However, earlier this year the Government Accountability Office reported “Federal spending data alone provide an incomplete picture of states’ and school districts’ spending” noting “there is often a significant gap between when a district uses the funds and when those funds are reported as spent in state and Federal reporting systems”.

Please describe actions taken and planned by the Department to provide a more complete reporting of the use and status of ESSER funds.

Answer. Section 15011 of the CARES Act specifies the reporting requirements for covered programs. Existing reporting requirements, established under the Federal Funding Accountability and Transparency Act of 2006 (FFATA), Public Law No. 109—282, as amended by the Digital Accountability and Transparency Act (DATA Act), Public Law No. 113—101, were deemed sufficient to meet many of the reporting requirements for ESSER fund program. Specifically, States were required to report to the General Services Administration’s FFATA Subaward Reporting System (FSRS), the amount of ESSER funds granted to school districts. These data are required to be reported directly from States and are made available to the Department and the public through USAspending.gov.

To further meet the Section 15011 reporting requirements and additional reporting requirements described within the ESSER Certification and Agreements, the Department created an annual reporting process for ESSER grantees (States). The annual report captures the following information (1) award and outlay information from the Department to ESSER grantees (States); (2) award and outlay information from ESSER grantees to their subgrantees (school districts/LEAs); and (3) subgrantee expenditure data. States were required to provide these data for district awards/expenditures made March 13, 2020—September 30, 2020 to the Department in early 2021. States will be required to provide additional reports on ESSER funds annually thereafter. The current ESSER reporting form is available for review through: https://api.covid-relief-data.ed.gov/collection/api/v1/public/docs/ESSER_Data_Collection_Final.pdf.

The Department acknowledges the importance of collecting and publicly reporting information on school districts’ financial commitments (obligations), as well as outlays in order to more completely reflect the status of their use of Federal COVID-19 relief funds. Earlier this year, the Department proposed modifications to its ESSER annual report on State and school district spending data to include obligations data in subsequent reporting cycles. The proposed modifications, in accordance with the Paperwork Reduction Act, are currently available for public comment on the Federal Register: (<https://www.Federalregister.gov/documents/2021/07/02/2021-14200/agency-information-collection-activities-comment-request-education-stabilization-fund-elementary-and>).

Question. The Department’s fiscal year 2022 Annual Performance Plan includes plans to identify opportunities to further build and use evidence in both formula and competitive grant programs.

How many competitive grant programs will include an evidence priority in fiscal year 2021?

Answer. In fiscal year 2021, 19 competitions required the use of evidence through a requirement or an absolute priority and 6 competitions included a competitive priority for evidence, and 18 encouraged applicants to rely on evidence by including it in selection criteria. An additional 2 competitions encouraged the use of evidence, such as through an invitational priority. Note that two competitions included evidence in more than one way and are thus counted in multiple categories. An unduplicated total of 43 competitions, or almost 60 percent of all competitions in fiscal year 2021, included evidence in at least one of these ways.

Question. How many competitive grant programs does the Department plan to include an evidence priority in fiscal year 2022?

Answer. The Department is discussing how best to use and build evidence in fiscal year 2022 competitions in alignment with statutory requirements, the body of available evidence, and lessons learned from previous competitions.

Question. Please identify the formula programs in which evidence building and use will be promoted and supported and the specific strategies to accomplish these goals.

Answer. The Department is supporting evidence building and use in the ESEA formula grant programs under Titles I, II, and IV. Evidence is also important within the context of IDEA formula grant programs. The Department works with the Comprehensive Centers, the Regional Educational Laboratories, and the technical assistance centers funded by the Office of Special Education programs to identify and share resources related to evidence building and use. To further support the identification of evidence-based practices, The Institute of Education Sciences' What Works Clearinghouse has recently added a new feature to its website—evidence tier “badges”—making it easier for users to know whether a given approach meets regulatory definitions of strong, moderate, or promising evidence. The WWC has also produced a series of technical assistance materials supporting the use of this feature and of the site overall. In addition, the Department is providing resources related to the evidence-based strategies required under the Elementary and Secondary School Education Relief Fund (ESSER Fund) under the American Rescue Plan. Within the context of safely reopening all schools, the Department has created the Safer Schools and Campuses Best Practices Clearinghouse. The Clearinghouse provides resources for practices that can be leading examples of how best to provide support to students and educators.

Question. Please describe efforts the Department has undertaken to build the internal capacity of staff in the use and implementation of evidence in activities funded through formula and competitive grant programs.

Answer. Measuring Skills. In 2020, ED developed and fielded the inaugural Data and Evidence Use Survey to measure staff skills. In Q3, the Office of the Chief Data Officer and the National Center for Educational Evaluation finalized the survey to respond to requirements of the Evidence Act and the Federal Data Strategy. CDOs in other agencies, including DHS, Commerce, Labor, and the Air Force have requested and received ED's survey to support their efforts. The results of the ED Survey are used to target staff training to improve data literacy and the capacity to use evidence.

The Evidence Act requires ED to assess its evaluation activities and agency capacity to support the development and use of evaluation. Congress explicitly made this requirement an agency-wide focus by instructing the Evaluation Officer to coordinate activities with agency officials in carrying out the functions of the Evaluation Officer in section 313(d) of title 5. Additionally, the Open Government Data Act requires the Chief Data Officer to support the Evaluation Officer in identifying and using data to carry out their statutory functions (§ 3520(c)(9)). The Evaluation Officer and the Chief Data Officer share common interest and authority in carrying out these functions and collaborate to field the annual Data and Evidence Use Survey.

Enhancing Skills. In 2021 ED launched its new Data Literacy Program, an intentional commitment to upskilling and continual learning. The program's goal is to develop a data culture at ED which enables all staff to speak a shared language around data and evidence. An expert-based approach was designed with support from The Data Lodge to provide a comprehensive corpus of flexible training to reach 3,500 staff. A partnership among ED's data office, research office, and human resources office resulted in a committee of 5 SES and GS15 leaders (including ED's Evaluation Officer) who developed the program blueprint. The blueprint mapped out a programmatic approach over 3 years, engaging ED offices in waves of customized, highly interactive sessions. Learning pathways were developed using Skillsoft. ED also developed plans for its own developed content and OCDO-led introductory workshops. Current training consists of four major components: (1) a hallmark initial, interactive 2-hour session “Exploring Data Literacy,” (2) a one-hour ED-specific session, “Data Literacy 101” (3) four self-paced Learning Pathways of SkillSoft and external courses around evidence, decisionmaking, visualization, and analytics and (4) Learning Bytes, 15 min interactive topics recorded for easy use.

As ED staff begin to build data literacy, we continue our efforts to ensure that all staff are increasingly well-versed in the role of evidence in the work of schools, States, districts, and institutions of higher education. This past year, the Institute of Education Sciences and the Office of Planning, Evaluation, and Policy Development's Grants Policy Office (GPO) began offering “Evidence 101: Evidence Use at the Department of Education” to all new hires each quarter. As part of that training, new staff are introduced to statutory and regulatory requirements related to evidence use, the history of evidence use at the Department, and Department resources that can support their work. IES and GPO have also worked to build a virtual “community of practice” focused on evidence use based on a monthly newsletter to staff and associated website, the Evidence Connection. Approximately 250 staff across the Department are currently members and receive regular updates about resources that can support their efforts to use evidence in their own work and support the work of Department grantees.

Question. What is the Department’s plan for continuing to build this capacity in the coming year?

Answer. In 2022, the ED Data Literacy Program will advance general staff ability to use, understand, and apply data and evidence to support decisionmaking around programs, policy, and operations. In 2022, the program will mature current engagement, curriculum, and resources. First, our engagement will broaden and deepen. Current Data Literacy Ambassadors for the first wave of ED offices participating in the program will customize and deliver existing program resources for relevant and actionable professional development. We will onboard additional offices to reach all 3,500 staff. Second, we will expand our current curriculum and add new courses, both interactive and virtual, asynchronous training. In 2022, we would like to add 4 major ED-specific courses featuring ED leaders, data processes, core data collections, and projects and tools. Lastly, we plan to augment and enhance resources around data language (e.g., Glossary), expertise (e.g., Directory) best practices and technology. To address the specific capacity-building needs of ED data professionals who support the production of evidence for grant programs, ED launched its new Data Professionals Community of Practice (DPCoP) in August 2021. In alignment with ED Data Strategy Objective 2.3 “Establish clear career paths and training curriculums for data professionals”, the DPCoP will be a member-driven collaborative forum open to all ED data professionals. It will provide opportunities to share resources, tools, and successful practices in ED, inform leadership of data-related issues or concerns, and establish workgroups to address specific topics and challenges.

Question. How will the Department measure the growth of this capacity and expected improved targeting of resources to activities authorized by current law and aligned with evidence of effectiveness?

Answer. Evidence Use. As noted above, the Department is currently fielding the second iteration of its Data and Evidence Use Survey. The survey provides repeated cross-sectional estimates of ED staff capacity to use evidence in their work in areas including: (1) designing performance measures, (2) providing technical assistance on evidence definitions and requirements, and (3) monitoring grantees for effective evidence use. These data can be used to inform professional development opportunities for ED staff and the production of new resources for both staff and stakeholder use.

Resource Targeting. The Department will continue to work with SEAs, LEAs, institutions of higher education and other entities to support and increase the use of evidence to inform decisionmaking.

Question. How does the Department support and monitor SEA and LEA decision-making related to reasonably available determinations for evidence use under provisions of ESEA? What are the Department’s plan to monitor and further support such determinations?

Answer. To support States, local educational agencies (LEAs), and schools in understanding the levels of evidence and interventions that meet them, the Department continues to disseminate information and provide technical assistance that highlights the evidence levels associated with a wide range of interventions, strategies, and approaches. Specifically, the Institute of Education Sciences What Works Clearinghouse (WWC) provides information on the evidence levels of interventions, strategies, and approaches on a wide range of topics through both Intervention Reports and Practices Guides, as well as individual studies. These user-friendly resources describe the level of evidence demonstrated, the characteristics of students, and the setting (urban, rural, suburban) of the research studies included. When evaluations produced through discretionary grant programs are submitted to the WWC for review to determine if they meet the evidence levels as defined in the ESSA, they can be highlighted in the WWC for use in supporting formula grantees. In addition, the Department’s technical assistance network also produces resources to support their respective target audiences in understanding and using evidence. For example, this resource from the Regional Education Laboratory West provides important considerations for using evidence-based interventions.

With respect to monitoring use of evidence consistent with statutory and regulatory requirements, the Department includes questions regarding State and local compliance with evidence requirements as relevant in its monitoring protocols. In addition to understanding compliance with these requirements, these monitoring protocol questions allow program officers to identify areas for future technical assistance to support States, LEAs, and schools in their efforts to support student achievement.

Question. Last year, Congress removed a limitation on Federal education funds that prevented the use of such funds for transportation costs associated with school integration efforts.

How will the Department and its technical assistance providers work with state educational agencies (SEAs), local educational agencies (LEAs) and schools to inform and support them in this use of funds?

Answer. While Congress has removed certain limitations on the use of Federal education funds for transportation costs related to school integration plans, section 8526(2) of the Elementary and Secondary Education Act of 1965 (ESEA; 20 U.S.C. 7906(2)) prohibits ESEA funds from being used for transportation unless otherwise authorized by the ESEA. Most ESEA programs, including Title I Grants to LEAs and Title IV–A Student Support and Academic Enrichment Grants, do not authorize the use of funds to transport students to or from the regular school day.

In addition, section 802 of the Education Amendments of 1972 (20 U.S.C. 1652), titled “Prohibition against busing” includes a restriction for the use of funds under ED programs for the transportation of students or teachers to carry out a plan of racial desegregation of any school system, subject to certain contingencies.

Question. The previous administration failed to hire sufficient staff at the Office for Civil Rights, despite increases in appropriations and direction to do so.

Please describe the impact of each staff member having such a large caseload on their ability to thoroughly investigate complaints for associated evidence of systemic discrimination, timely process complaints, conduct compliance reviews, and monitor corrective actions.

Answer. A critical component of OCR’s mission is the prompt investigation and resolution of complaints. A large per-staff caseload hinders OCR’s ability to discharge this responsibility in a timely manner, which is also unacceptable to both complainants and recipients. OCR enforcement staff are required to conduct investigations and make determinations that are factually accurate and legally sound. Ensuring that these standards are met is a process that requires careful consideration of evidence provided by complainants and recipients. There are no “short cuts” to fulfilling OCR’s mission. Current caseload numbers may impact OCR’s ability to pursue proactive enforcement activities—compliance reviews and directed investigations—as well as effectively address an anticipated increase in complaints. In short, large caseloads can slow the delivery of justice for complainants and disserve school districts and postsecondary institutions that need guidance from the Department to ensure that they provide all students with an environment that is free from discrimination.

Question. How would the additional staff requested in the budget be utilized to enable OCR to more effectively fulfill its mission?

Answer. The majority of the additional staff will be utilized to resolve complaints and proactive activities (compliance reviews and directed investigations). OCR also requested additional legal staff that will develop policy guidance and regulatory materials for civil rights enforcement. Additional administrative staff will respond to Freedom of Information Act (FOIA) requests and help reduce the FOIA backlog and support Civil Rights Data Collection. Requested administrative staff are also needed to provide oversight of OCR’s IT security, systems operations, website and records management.

Question. With respect to the Charter School Grants program, the fiscal year 2022 Congressional Justification indicates: “The Department will work to ensure that Charter Schools Grants funds support schools that are opened and operated with demonstrated family and community support, serve students from diverse racial and socioeconomic backgrounds, provide meaningful access to instruction for students with disabilities and English learners, maintain diverse educator workforces, and are subject to strong accountability, transparency, and oversight.” The document also indicates that 14 state entity grantees provide or plan to provide technical assistance to charter school subgrantees in meeting the needs of students with disabilities, while 13 provide or plan to provide technical assistance to subgrantees in meeting the needs of English learners.

Please describe how the Department will accomplish each of the objectives outlined above.

Answer. The Department looks forward to working with you and with other stakeholders to address these important priorities.

Question. What does the Department know about the evidence base supporting the state entity technical assistance strategies for students with disabilities and English learners? With which tier, if any, of the definition in section 8101(21)(A) of the Elementary and Secondary Education Act (ESEA) do they align?

Answer. The program statute does not require applicants to propose evidence-based technical assistance strategies, as such, information regarding the evidence base for specific state entity (SE) technical assistance strategies implemented by SE grantees to support students with disabilities and English learners was not examined as part of the review referenced in the program’s Congressional Justification.

Question. Please describe how the Department would use national activities funds available in fiscal year 2022 or supported by fiscal year 2022 appropriations for each of the national activities authorities available under the ESEA.

How would these plans be informed by evidence of effectiveness and the needs of those served by each of the authorities?

Answer. The Department does not yet have detailed plans for national activities in fiscal year 2022, since most planning for discretionary grant programs, including national activities authorities, takes place in the summer and fall prior to the beginning of the fiscal year. In addition, such plans depend in part on completion of final appropriations action, which includes both final funding levels and any applicable Congressional priorities for the use of national activities funds. Consideration of the needs of those served by our programs, as well as maximizing the use of evidence-based practices in meeting those needs, is the starting point for the Department's planning process.

Question. Under the Every Student Succeeds Act, SEAs and LEAs were required to develop plans for how they will identify and address the disparities of low-income and minority children being disproportionately taught by ineffective or inexperienced teachers.

How does the Department plan to support the timely implementation of such plans, including through the use of funds appropriated and requested for Title II-A of ESEA and other current law authorities?

Answer. ESEA section 1111(g)(1)(B) requires each SEA to describe how low-income and minority children enrolled in Title I, Part A schools are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description. Consistent with ESEA section 8302, the Department determined that this description was required as part of the consolidated State plan. Thus, each SEA was required to provide a description and how it will publicly report its progress in addressing any identified disparities. This provision does not require each SEA to submit a plan to the Department regarding how it will address those disparities. Information about the ESSA Consolidated State Plan, including each State's plan, can be found at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/>.

The Department includes a review of this requirement in our monitoring protocols for Title I, Part A (available at: <https://oese.ed.gov/files/2020/08/SEA-Protocol-Title-I.docx>). The Department requires each SEA monitored to describe how it evaluated its progress toward ensuring that low-income and minority children in Title I schools are not served at disproportionate rates by ineffective, out-of-field, and inexperienced teachers and requests updated educator equity data. The Department also requires each SEA to describe how it publicly reported its progress toward meeting this requirement and asks for documentation of public reporting. Finally, the Department asks each SEA to describe how it supports LEAs in meeting this requirement. The SEA must describe how it ensures each LEA receiving a Title I, Part A subgrant identifies and addresses disparities resulting in low-income and minority students having disproportionate access to ineffective, out-of-field, and inexperienced teachers and requests that the SEA provide the following documentation, if applicable: LEA plan template reflecting this requirement; SEA guidance for LEAs related to equitable access to educators; and/or SEA monitoring protocol that demonstrates the SEA is verifying compliance with this requirement.

In our review of States over the past several years, the Department has issued two monitoring findings related to these requirements. In 2020, the Department cited Kentucky for two issues: 1) the State publicly reported inaccurate educator equity data; and 2) the State did not adequately document how it ensures that each LEA receiving a Title I subgrant identifies and addresses disparities resulting in low-income and minority students having disproportionate access to ineffective, out-of-field, and inexperienced teachers. In 2019, the Department issued a finding for New Jersey because although the State provides LEAs with multiple sources of related data, NJDOE is not currently evaluating or publicly reporting its progress in ensuring that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The Department also issued a recommendation that New Jersey incorporate the requirement in ESEA section 1112(b)(2) in the State's subrecipient monitoring protocol to ensure that LEAs are meeting the statutory requirements to ensure that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The reports for Kentucky and New Jersey (and all information related to the Department's consolidated monitoring, can be found at: <https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/performance-review/>).

Regarding the use of Title II, Part A funds, the ESEA consolidated State plan asks each State to describe how it will use Title II, Part A funds to address this requirement, if it chooses to do so. In addition, the Department conducts an annual use-of-funds survey that asks SEAs to account for how State-level Title II, Part A funds are used. In school year (SY) 2019–2020, the most recent year for which survey data are available, 20 States indicated that they had spent at least some of their State-level Title II, Part A funds on activities to improve equitable access to effective teachers. The Department also conducts an annual survey on how LEA-level Title II, Part A funds are used; this survey is distributed to a nationally- and State-level-representative sample of LEAs in the country. In the survey covering expenditures in SY 2019–2020, 34 percent of responding LEAs indicated that they had spent at least some of their Title II, Part A funds on strategies to recruit, hire, and retain effective educators, although it is not clear if these expenditures specifically focused on ensuring equitable access effective educators in the districts. Additional detail on the results of the 2019–2020 surveys on how Title II, Part A funds were used is available at <https://ies.ed.gov/ncee/pubs/2021011/index.asp>.

The Department looks forward to expanding and building upon these efforts.

Question. Analysis of CDC data and other reports indicate a reduction in routinely recommended vaccination of children and youth last year resulting from the disruption to routine healthcare caused by the COVID–19 pandemic. Lack of proper vaccinations could provide an additional challenge to the return to in-person learning in the fall.

How is the Department working with HHS to support the vaccination of children and youth needed for school enrollment for in-person learning?

Answer. The Department is working to support HHS/CDC in the dissemination of guidance on vaccination of children and youth in the following manner:

- Collaborated and hosted a number of webinars to share mitigation strategies and guidance with the educators, school personnel, families, education stakeholders, and public
- Participated in bi-weekly ED/CDC planning calls to coordinate and organize scheduled webinars with HHS/CDC and the Department
- Posted resource materials on the Department of Education website, federally supported National Technical Assistance websites, as well the newly launched Safer Schools and Campuses Best Practices Clearinghouse (<https://bestpracticesclearinghouse.ed.gov>)
- Participated in weekly established ED/CDC K–12 Touchbase calls to share information/research/guidance/upcoming agency planned activities
- Released Guidance Handbooks for the education community and included information on the topic

Question. The Department is developing supplemental priorities that may be applied to fiscal year 2022 and future grant competitions. The fiscal year 2022 Congressional Justification cites building and enhancing the instructional skills of a more diverse educator workforce as one possible supplemental priority.

What other supplemental priorities may be applied in fiscal year 2022 competitions?

Answer. The Department published a Notice of Proposed Priorities on June 30, 2021. There are six draft priorities: (1) Addressing the Impact of COVID–19 on Students, Educators, and Faculty; (2) Promoting Equity in Student Access to Educational Resources, Opportunities, and Welcoming Environments; (3) Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning; (4) Meeting Student Social, Emotional, and Academic Needs; (5) Increasing Postsecondary Education Access, Affordability, Completion, and Post-Enrollment Success; and (6) Strengthening Cross-Agency Coordination and Community Engagement to Advance Systemic Change.

Question. Please identify the programs in which supplemental priorities will be applied.

Answer. The public comment period on the Notice of Proposed Priorities closed on July 30. The Department is reviewing the comments received and is considering how best to incorporate the Secretary's priorities in fiscal year 2022 competitions once the priorities are finalized.

Question. The budget includes \$180 million, an increase of \$15 million more than the fiscal year 2021 LHHS bill, for the National Assessment of Educational Progress (NAEP). The requested funds would maintain the current assessment schedule and provide funding for initial research and development investments intended to improve assessment quality and reduce future program costs. Over the past year, staff of the Department, National Center for Education Sciences and National Assessment Governing Board have provided informative updates on COVID–19-induced changes to the NAEP schedule and cost increases. Please provide:

A description of the policies and procedures implemented to ensure sufficient oversight and monitoring of contracts, including cost controls.

Answer. All Institute of Education Sciences (IES) acquisition activities, including NAEP, adhere to the Department's internal control strategies, policies, and procedures, with support from the Department's Contracts and Acquisition Management (CAM) team and Budget Service:

- Budget Service reviews every planned and on-going contract over \$100k. The Budget Service team reviews, approves, and allots funds in the Department's payment management system before funds can be obligated to support payments to vendors (by CAM).
- CAM ensures that new and current contracts are legal and consistent with the Federal Acquisition Regulations (FAR). Contracting Officers (who possess warrants to sign off on new acquisitions and day-to-day commitments) independently review every invoice submitted by vendors before payment to ensure that costs are allowable. CAM also partners with IES to validate that FAR requirements are maintained across the lifecycle of every individual Assessment contract.

In the Department's most recent A-123 internal control entity level review of IES, completed in Fall 2020, IES (including the Assessment Division) provided evidence that IES meets and effectively implements all 17 GAO Green Book principal areas across all five GAO Internal Control component areas. IES recognizes that we need to do more to better anticipate the challenges of increased cost and uncertainties related to our assessment activities and unforeseeable events such as COVID-19.

IES recently established an Acquisition Program Management Office (PMO) that is focused on modernizing IES acquisition practices to better align with our business model and improve outcomes for customers. IES also recently awarded a small contract to conduct an independent validation and review of our current controls and funds management practices for the Assessment program. We initiated this contract in part due to the rising costs of assessments, reflected in the 2019 NAEP Alliance contracts, and in part due to the recent volume of unplanned and unforeseen task revisions and cost adjustments within the NAEP Alliance contracts resulting directly from COVID-19. We expect the results of this quick-turnaround review at some point early in the 2022 calendar year.

Question. The amount and descriptions of additional funding needed in each of fiscal year 2022, fiscal year 2023 and fiscal year 2024 for research and development investments;

Answer. The requested \$15 million increase would support NAEP operations to fiscal year 24 and beyond for the current assessment schedule and would begin to support necessary R&D investments. However, we anticipate that additional investments would be needed in future years both to maintain NAEP as the gold standard of large-scale assessments and to produce cost savings and efficiencies in program administration costs over time (see responses to 1d and e below).

We also note that while this response is based on the most accurate budgetary estimates currently available, there may be adjustments to these estimates based on additional modifications to NAEP alliance contracts in response to the impact of COVID-19 on NAEP activities.

Estimated Allocations to Operations and R&D based on increase of \$15 million per year (as of 8.4.21)

Funding stream	FY22	FY23	FY24	FY25	FY26	FY27	FY28	Total approp
Operational	\$14M	\$10M	\$12M	\$12M	\$12M	\$12M	\$12M	\$84M
Current R&D*	\$1M	\$5M	\$3M	\$3M	\$3M	\$3M	\$3M	\$21M
Total	\$15M	\$15M	\$15M	\$15M	\$15M	\$15M	\$15M	\$105M

*See response to question 1d below for current R&D activities.

Question. The amount of additional funding needed in each of fiscal year 2022, fiscal year 2023 and fiscal year 2024 for operating costs;

Answer. Please see the response to 1b. above. Based on the best estimates available at this time, the requested \$15 million increase would support operational funding needs through fiscal year 2024; however, as noted above, it may not fully support currently planned R&D efforts.

Question. Studies planned and other actions necessary for maintaining the continuity and integrity of NAEP in any changes implemented to reduce future program costs;

Answer. We have a number of actions planned to achieve efficiencies, starting in 2022. These include (i) transitioning to online assessments, (ii) transitioning from

Surface Pro tablets to more cost-efficient devices in the short term and to school-owned devices in the longer term, (iii) introducing automated scoring, (iv) reducing the number of field staff needed to conduct the assessments, and (v) implementing design changes, including adaptive testing and two-subject design. Each change will be carefully studied in multiple rounds of reviews to first explore feasibility and examine effect(s), if any, on student performance. If any effect on student performance is detected, IES will need to implement a bridge study to account for the effect and maintain trends.

Question. Expected savings and supporting information by fiscal year associated with research and development investments for reducing future program costs; and

Answer. We expect to realize savings beginning in fiscal year 2024 as currently funded R&D efforts in automated scoring and the eNAEP test platform take effect. These savings, which are measured against estimated costs on the current NAEP platform in the absence of proposed R&D-based modernization efforts, will grow through fiscal year 2030 assuming IES is able to implement fully its planned R&D investments on eNAEP, which would enable NAEP to be administered on less costly devices, including school equipment (device agnostic), and with reduced NAEP field staff. We also note that the capacity to test individual students in multiple subjects using such devices should dramatically reduce student and school sample sizes, yielding further savings. Estimated savings by two-year NAEP cycle are in the table below. Total expected savings associated with current (and planned future R&D) investments over the period are approximately \$98 million. Note that these estimated savings assume increased R&D funding in future years.

Two-year cycle	Expected Savings
FY23—24	\$4M
FY25—26	\$20M
FY27—28	\$42M
FY29—30	\$32M
Total	\$98M

Question. Potential additional reductions to future program costs or program enhancements resulting from recommendations made under current contract with National Academies of Sciences, Engineering, and Medicine.

Answer. An independent expert panel convened by the National Academies of Sciences, Engineering, and Medicine (NASEM) is currently underway. This 17-month study focuses on how NAEP might modernize its operations and reduce costs through innovations such as those mentioned in (d) above. We expect that NASEM's recommendations, once released in February 2022, will help further refine current plans for modernization. Some of the innovations under consideration by NASEM are not expected to result in cost savings (e.g., adaptive testing), but could improve measurement quality, especially for students scoring at below NAEP Basic level.

Question. The current NAEP assessment schedule outlines plans to conduct the Long-Term Trend (LTT) assessment for 17 year-olds in 2022 as a result of the delay caused by the COVID-19 pandemic. However, also repeating the LTT for 9-year-olds in 2022 would provide nationally representative information on the impact of COVID-19 on reading and math learning, including for students of color. This kind of information would be one type of information and research on learning loss intended to be funded by the \$100 million provided to the Institute of Education Science by the ARP.

Will the assessment schedule be changed to collect this important information?

Answer. Yes. NCES and NAGB agreed that the NAEP schedule should be changed to collect this important information for age 9-year-olds in 2022, while canceling the LTT for 17-year-olds. NAGB will take an official vote on the change to the schedule at the August meeting. Additionally, preparation for both LTT age 9 and age 17 would be unsustainably expensive given available funding and the expected \$8m cost for each of these age groups. That is, preparation for paper booklets, quality control reviews, printing, and distribution could not be done for both cohorts given anticipated budget shortfalls in 2024. Accordingly, we put preparations for LTT age 17 on hold in June based largely on cost considerations. NCES has also confirmed that it is too late to restart preparation work for age 17, even if funds were made available.

Question. If the LTT for nine year olds was not paid for with funds available to IES in the ARP, how would such a change impact the NAEP 2021 operating plan? How would such an additional cost for LTT impact the rest of the currently approved assessment schedule? Please provide a revised operating plan.

Answer. The Department considered using ARP funds for LTT but decided against doing so because of legal concerns with using ARP funds for research. Regarding the impact on the NAEPP budget, since the data collection costs for the two cohorts are comparable, changing from an assessment of 17-year-olds to 9-year-olds would have no real effect on anticipated outlays. The anticipated shortfall in 2024 would remain the same if the requested \$15 million increase in fiscal year 2022 is not enacted.

We note that in 2025 the schedule calls for all three ages, 9, 13, and 17 to be collected again as part of a bridge study to transition the assessments from paper to digital formats.

Question. ESEA contains provisions on parent and family engagement under ESEA programs and authorizes support for Statewide Family Engagement Centers. These ESEA provisions include a 1 percent set-aside of LEA Title I–A allocations for effective parent and family engagement activities, along with requirements for parent, family and community engagement activities using English Language Acquisition funds.

What are the Department’s plans for supporting SEAs and LEAs in implementing parent and family engagement requirements under section 1116 of ESEA, including in identifying and overcoming barriers to greater participation by parents who have limited English proficiency or are of any racial or ethnic minority background?

Answer. The Department administers the Statewide Family Engagement Centers program which is authorized under Title IV, Part E of the Elementary and Secondary Education Act of 1965, as amended. The purpose of the SFEC program is to provide financial support to organizations that provide technical assistance and training to SEAs and local educational agencies LEAs in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. For those families from diverse background and who have limited English proficiency, there are 12 statewide family engagement centers across the country that (1) carry out parent education and family engagement in education, programs and (2) provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships and other such programs.

In addition, the Department administers the Comprehensive Centers program, which is authorized under Title II, Sec. 203, of the Educational Technical Assistance Act of 2002. The Comprehensive Centers address needs identified by SEAs in meeting ESEA student achievement goals, as well as priorities established by states. As part of this work, Comprehensive Centers have developed resources on various topics (e.g., literacy instruction) to support SEAs, LEAs, and educators. Building SEA and LEA capacity to engage parents and families is a key element of this support (e.g., Evidence Based Literacy Instruction: Families as Partners). Comprehensive Centers have also developed resources that specifically focus on establishing and nurturing successful school-family relationships. Finally, parent and family engagement has played an important role in the Summer Learning and Enrichment Collaborative (SLEC). Several SLEC sessions have provided SEAs, LEAs, and other participants with support on developing partnerships for family engagement in high-needs communities, creating authentic partnerships with marginalized families and communities, and meeting whole student and family needs through collaborative partnerships at school.

The Department looks forward to expanding and building upon these efforts.

Question. How does the Department monitor and support the coordination and integration of parent and family engagement strategies under Title I–A with other relevant Federal programs?

Answer. Under ESEA section 1116, an LEA receiving Title I, Part A funds must develop a written parent and family engagement policy in collaboration with parents and family members of participating students. Among other things, the policy must describe how, to the extent feasible, the agency will coordinate and integrate Title I parent and family engagement strategies with strategies under other relevant Federal, State, and local laws and programs. An LEA’s policy also must describe how it will annually evaluate of the content and effectiveness of the parent and family engagement policy, including identifying barriers to participation, with particular attention to parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The Department monitors ESEA section 1116, Parent and Family Engagement, as part of the Title I, Part A monitoring protocol (available at: <https://oese.ed.gov/files/2020/08/SEA-Protocol-Title-I.docx>). Within the protocols, the Department specifically asks each SEA it monitors to describe how it reviews LEA parent and family engagement policies and practices to ensure the LEA meets the require-

ments of section 1116, including those referenced above. In addition, the Department asks each SEA to describe how, in its review of the LEA's parent and family engagement policies and practices, it ensures that the LEA's parent and family engagement policies provides opportunities for the participation of all parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) and provides information and school reports, in a format and, to the extent practicable, in a language that parents understand. The Department asks that each SEA submit its process to review LEA policies and procedures for family engagement as evidence during the monitoring review.

Additionally, the Department of Education has an Office of Communications and Outreach that has a Family and Community Engagement Team. The goal of the Team is to expand efforts to help schools, districts, and states better engage families in education. This team works to monitor and support the coordination and integration of parent and family engagements strategies under Title I, Part A (and other Titles) with other relevant Federal programs.

Question. The fiscal year 2022 Annual Performance Plan identifies a goal of improving access to quality educational programs in correctional settings.

Please identify the programs and strategies involved in improving access to quality educational programs in correctional settings.

Answer. The Office of Career, Technical, and Adult Education's Integrated Education and Training (IET) in Corrections Project will identify, develop, and document IET in corrections models to demonstrate how to extend existing secondary-postsecondary pathway models to include the corrections system. The project is intended to provide strategies that can be disseminated and replicated.

Second Chance Pell (an Experimental Site Initiative) launched in 2016 and allowed 67 colleges and universities enroll incarcerated students using Pell Grants on an experimental basis. In 2020, the program was expanded to allow an additional 67 colleges and universities to serve even more students. On July 30, 2021, the Department announced a further expansion of Second Chance Pell to gain critical insights about how to reinstate Pell Grant eligibility within correctional facilities, consistent with the implementation of the provisions of the Consolidated Appropriations Act of 2021 that will expand Pell Grant eligibility for all eligible incarcerated students on July 1, 2023. The Department has announced plans to publish regulations on the program prior to its implementation and held public hearings in June of 2021 to that end.

The Department has already taken steps to implement changes to the Free Application for Federal Student Aid (FAFSA), which incarcerated students and education institutions alike have reported as a major stumbling block in implementing college-in-prison programming. For example, for the 2021–2022 award year FAFSA, the Department has removed the impact of responses to questions about Selective Service registration and requirements around drug convictions. These questions will be removed entirely from future FAFSAs.

Question. How will the Department work with relevant Federal agencies on this goal?

Answer. The Department currently staffs interagency working groups including the Federal Advisory Committee on Juvenile Justice, the Legal Aid Interagency Roundtable, and the Interagency Working Group for Youth Programs. The Department liaises on a regular basis with other Federal agencies including the Departments of Justice, Labor, Health and Human Services, and the Consumer Financial Protection Bureau to update these agencies on Departmental initiatives, such as Pell reinstatement, that are focused on quality educational program in correctional settings. The Department also works collaboratively with these agencies as they implement programming for incarcerated.

Question. CRDC data from the 2017–18 school year survey show that Black students represented 15 percent of student enrollment but 38 percent of students who received one or more out-of-school suspensions. Such discipline contributes to lost instructional time and negative life outcomes.

Please describe planned activities for how the Department will support a reduction in racial disparities in school discipline.

Answer. The Department is aware of these and other disparities in the administration of school discipline nationwide—and the adverse impacts that these disparities have on students—and is actively planning to address these issues. The Department anticipates issuing new guidance following its 2018 rescission of the Dear Colleague letter on Nondiscriminatory Administration of School Discipline and related materials, which provided guidance to schools on how to identify, avoid, and remedy discrimination based on race, color, or national origin in the design and administration of school discipline and create a positive school climate. As part of that process,

on May 11, 2021, the Department's Office for Civil Rights (OCR) and the Civil Rights Division of the U.S. Department of Justice organized a virtual convening session, *Brown 67 Years Later: Examining Disparities in School Discipline and the Pursuit of Safe and Inclusive Schools*, where students, educators, school administrators, civil rights lawyers, and researchers considered the impact of exclusionary school discipline policies and practices on our nation's students, particularly students of color, students with disabilities, and LGBTQ+ students. As a follow up to the convening, on June 8, 2021, OCR published a Request for Information (RFI), seeking public comments on what guidance schools and school districts need to ensure all students attend welcoming, supportive, and safe schools. As stated in the RFI, OCR recognizes that students may experience multiple forms of discrimination at once and encourages commenters to identify and address individual and intersectional discrimination as appropriate. OCR expects that the public comments in response to the RFI will inform future decisions about what policy guidance, technical assistance, or other resources would assist schools that serve students in pre-K through grade 12 with designing and administering school discipline in a non-discriminatory manner and improving school climate and safety. The comment period for the RFI closed on July 23, 2021, and OCR is in the process of reviewing the comments received.

Question. The fiscal year 2022 President's budget proposes to continue authority for performance partnership pilot and proposes a priority for such pilots to include communities disproportionately impacted by COVID-19.

What are the Department's plans for inviting new applications for performance partnership pilots?

How will these pilots be informed by the national evaluation released earlier this year, including the recommendations for more planning time, additional guidance and technical assistance, and support of systems change through developing and implementing related metrics?

Answer. The Department, as part of the ongoing Administration transition, is continuing to evaluate the lessons learned from previous Performance Partnership Pilots for Disconnected Youth (P3), including recommendations from the national evaluation, and how best to position the program for maximum impact in the context of State and local needs arising from the COVID-19 pandemic (including any flexibilities that could facilitate more effective use of ARP funds), as well as other Administration priorities.

Question. The "Foundations for Evidence-Based Policymaking Act of 2018" includes key provisions related to developing a multi-year learning agenda, evaluation plan, improving coordination of data government at the Department, and improving accessibility of education data.

What is the Department's timeline for release of its multi-year learning agenda? Please describe stakeholder consultations that have occurred or will occur during its development.

Answer. Per OMB guidance, the Department will publish its multi-year Learning Agenda for fiscal year 22–26 in February 2022, concurrent with the release of the President's fiscal year 2023 Budget. Consultation with stakeholders will include a broad Request for Information published in the Federal Register, along with targeted outreach to specific communities based on their role (e.g., chief state school officers) or area of emphasis (e.g., researchers focused on, or advocacy organizations related to, Federal student aid).

Question. When will the Department release its evaluation plan?

Answer. Per OMB guidance, the Department will publish its fiscal year 2023 Annual Evaluation Plan in February 2022, concurrent with the release of the President's fiscal year 2023 Budget. The Department's fiscal year 22 Annual Evaluation Plan, which was delayed so that elements of the document could be better aligned to the Secretary's priorities and the Department's strategic planning efforts, will be posted in August 2021 to <https://ed.gov/data>.

Question. What is the Department's timeline for implementing other provisions of the Act?

Answer. ED's implementation of the Evidence Act is informed by the recommendations of the Commission on Evidence-Based Policymaking, the Federal Data Strategy's Principles and Practices, and the Office of Management and Budget's Phase 1 guidance on Evidence Act implementation (M-19-23). Our implementation also is informed by discovery and assessment activities in our own agency that led to a coherent ED Data Strategy that now serves as ED's roadmap to data maturity.

The ED Data Strategy—the first of its kind for the U.S. Department of Education—was released in December of 2020. The four ED Data Strategy goals are highly interdependent with cross-cutting objectives requiring a highly collaborative effort across ED's offices.

- The strategy calls for strengthening data governance to administer the data it uses for operations, answer important questions, and meet legal requirements. To that end, we are developing a holistic agency-wide framework with established data governance structures, functions, roles, policies, and procedures and developing a comprehensive data quality framework for the agency.
- To accelerate evidence-building and enhance operational performance, it requires that ED make data more interoperable and accessible for tasks ranging from routine reporting to advanced analytics. To inform decisionmaking processes, we are working to connect fragmented data from disparate sources, so we can answer critical questions, and strengthen grant programs' performance and accountability measures.
- The high volume and evolving nature of ED's data tasks necessitates a focus on developing a workforce with skills commensurate with a modern data culture in a digital age. We are developing an ED data workforce plan to support long-term planning for our data-related human capital needs; we are also building the capacity of our data workforce while we increase data literacy among all staff.
- At the same time, safely and securely providing access for researchers and policymakers helps foster innovation and evidence-based decisionmaking at the Federal, state, and local levels. Aligned with these efforts, we are developing an Open Data Plan, while awaiting OMB guidance on final requirements for that plan; we are also building toward a comprehensive data inventory to catalog data assets for both external open data and internal sources and will incrementally expand the number of Department data assets listed in the Federal Data Catalog.

Achieving the four ED Data Strategy goals requires a concerted effort to address short-term challenges and thoughtfully set a course for long-term data maturity. Each Goal includes a set of objectives—designed to be completed in the next 12 to 18 months—that form an action plan for tackling short-term challenges to continue building the foundation of a data-driven culture. Future objectives under the four goals will iteratively represent the next set of implementation challenges to raise ED offices and the agency as a whole to an even higher level of data maturity.

QUESTIONS SUBMITTED BY SENATOR RICHARD J. DURBIN

Question. The Department notified me and other Members of Congress on February 13, that Secretary DeVos had decided not to extend the closed school discharge look-back period for students who attended schools owned by Education Corporation of America (ECA). As the Department has previously stated, “during the months of March, April, and May 2018, ACICS placed many locations of ECA on either campus-level show-cause or campus-level compliance warning due to student achievement rates” and on “May 8, 2018, ACICS placed ECA on show-cause due to adverse action by another agency.”

Actions toward the removal of accreditation are a clear example of exceptional circumstances as provided under 34 CFR §685.214. Will you reconsider this decision?

Answer. Question answered elsewhere in this document.

Question. In that same February notification, the Department noted that Secretary DeVos had not yet made a decision on the request from me and other Members of Congress made on December 21, 2018, to extend the look back period for Vatterott students—which also met the exceptional circumstances bar in the law.

Will you look into this matter and render a decision?

Answer. The Department is cognizant of the significant harm to students that occurs when a college suddenly closes. We are reviewing a number of school closures to determine whether an extension of the look-back window is appropriate, and hope to be able to share more on the results of that review soon.

Question. On June 23, 2021, the Department provided a response to a letter I sent on October 29, 2020, with several colleagues to then-Secretary DeVos. Secretary DeVos failed to respond. Your Department's response mentioned the announced rulemaking in several of the areas mentioned in the letter—including closed school discharge.

While I'm pleased the Department is taking up many of these issues in rule-making, when can we expect a decision from you to the specific requests in the letter—related to extending closed school look-back dates?

Answer. We are reviewing a number of school closures to determine whether an extension of the look-back window is appropriate, and hope to be able to share more on the results of that review soon.

Question. Since June 2018, the Department has released borrower defense data on a quarterly basis:

Please provide a breakdown of “total denied” borrower defense claims to date by institution.

Answer. Beginning in December 2019, the term “total denied” was no longer used in the quarterly borrower defense reports. The term “total ineligible” is used to refer to applications in which the borrower has been notified that their claim does not meet the requirements for a borrower defense to repayment discharge.

Question. Please provide a breakdown of “total ineligible” borrower defense claims to date by institution.

Answer. An Excel file providing the requested data as of June 30, 2021, is enclosed.

Ineligible Borrower Defense Applications by institution as of 06/30/2021

Note: Totals may not sum due to rounding.

OPEID	School Name	School Type	Rounded Ineligible Case Count
02098800	University of Phoenix	Proprietary	20,030
02291504	ITT TECHNICAL INSTITUTE	Proprietary	6,410
01072700	DeVry University	Proprietary	6,210
02606202	Everest College	Private, Nonprofit	5,570
00458600	Purdue University Global	Public	3,710
00149901	Everest University - Orlando South	Private, Nonprofit	3,290
00748100	SANFORD-BROWN COLLEGE	Proprietary	2,880
03022600	LE CORDON BLEU COLLEGE OF CULINARY ARTS	Proprietary	2,050
03010600	Virginia College	Proprietary	1,790
00450700	ALTIERUS CAREER COLLEGE	Private, Nonprofit	1,600
00188100	ASHFORD UNIVERSITY	Proprietary	1,450
00149904	Everest University - Tampa	Private, Nonprofit	1,380
00709100	EVEREST INSTITUTE	Private, Nonprofit	1,370
02346200	WyoTech	Private, Nonprofit	1,310
02113600	AMERICAN INTERCONTINENTAL UNIVERSITY	Proprietary	1,190
02075400	DEVRY UNIVERSITY - DOWNERS	Proprietary	930
01014800	COLORADO TECHNICAL UNIVERSITY	Proprietary	900
00853200	HEALD COLLEGE - HAYWARD	Proprietary	890
00747000	Art Institute of Pittsburgh (The)	Proprietary	840
00915705	WyoTech - Blairsville	Proprietary	740
00723401	HEALD COLLEGE - HONOLULU	Proprietary	710
00814604	Everest University - Pompano	Private, Nonprofit	700
00112300	BROOKS INSTITUTE	Proprietary	660
00809300	HEALD COLLEGE - FRESNO	Proprietary	650
00723410	HEALD COLLEGE - STOCKTON	Proprietary	640
00723404	HEALD COLLEGE - CONCORD	Proprietary	630
00723405	HEALD COLLEGE - MILITAS	Proprietary	630
02504200	WALDEN UNIVERSITY	Proprietary	610
00464600	MINNESOTA SCHOOL OF BUSINESS	Proprietary	580
02300104	Altierus Career College - Tacoma	Private, Nonprofit	580
02599801	Everest University - Largo	Private, Nonprofit	570
02362100	FULL SAIL UNIVERSITY	Proprietary	560
01151002	EVEREST INSTITUTE - EVEREST COLLEGE	Proprietary	550
00907906	EVEREST COLLEGE- EVEREST INSTITUTE	Private, Nonprofit	540
00982800	Altierus Career Education	Private, Nonprofit	510
02262300	HEALD COLLEGE	Private, Nonprofit	510
02263100	ANTHEM COLLEGE	Proprietary	510
02593100	HEALD COLLEGE - ROSEVILLE	Proprietary	500
02151900	KESER UNIVERSITY	Private, Nonprofit	490
03267300	Capella University	Proprietary	470
03395307	ICDC College	Proprietary	470
00747700	HEALD COLLEGE - RANCHO CORDOVA	Proprietary	460
02596600	ATI CAREER TRAINING CENTER	Proprietary	450
00145800	STRAYER UNIVERSITY	Proprietary	440
00464200	GLOBE UNIVERSITY	Proprietary	440
02237500	Las Vegas College	Proprietary	440
00723603	ARGOSY UNIVERSITY - THE ART INSTITUTE OF CALIFORNIA - LOS ANGELES	Proprietary	430
01185802	EVEREST COLLEGE - BURR RIDGE	Private, Nonprofit	410
02295000	EVEREST COLLEGE PHOENIX	Proprietary	410
00753100	ACADEMY OF ART UNIVERSITY	Proprietary	400
01019500	Art Institute of Fort Lauderdale (The)	Proprietary	400
03003200	Everest University - Everest Institute - Kendall	Private, Nonprofit	400
03034000	HEALD COLLEGE - SALINAS	Proprietary	400
00835000	Art Institute of Philadelphia (The) -	Proprietary	390
01185803	EVEREST COLLEGE - MELROSE PARK	Private, Nonprofit	390
01014805	COLORADO TECHNICAL UNIVERSITY - ON LINE	Proprietary	370
01049000	REGENCY BEAUTY INSTITUTE	Proprietary	350
01287302	WYOTEC - EVEREST COLLEGE	Proprietary	350
00723402	HEALD COLLEGE - PORTLAND	Proprietary	340
02591100	CAREER POINT COLLEGE	Proprietary	340
00450303	Altierus Career College - Fort Worth South	Private, Nonprofit	320
00512727	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC CINCINNATI	Proprietary	320
00915706	WyoTech - West Sacramento Campus	Proprietary	300
00926701	EVEREST COLLEGE - CHESAPEAKE	Private, Nonprofit	300
02174800	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - COLLINS COLLEGE	Proprietary	300
02179907	Argosy University - Phoenix	Proprietary	300

03072700	WESTWOOD COLLEGE - LOS ANGELES	Proprietary	300
00149902	Everest University - Melbourne	Private, Nonprofit	290
00832200	DEVRY INSTITUTE OF TECHNOLOGY	Proprietary	290
02300103	EVEREST COLLEGE - EVERETT	Private, Nonprofit	290
02321800	Everest University - Everest Institute - Miami	Private, Nonprofit	280
01162600	WESTWOOD COLLEGE - SOUTH BAY	Proprietary	270
02078900	Art Institute of Colorado (The)	Proprietary	270
02261302	EVEREST INSTITUTE - HOUSTON GREENSPPOINT	Private, Nonprofit	270
02305800	FLORIDA CAREER COLLEGE	Proprietary	270
00450701	EVEREST COLLEGE- EVEREST COLLEGE, AURORA	Private, Nonprofit	260
00982801	EVEREST INSTITUTE- DEARBORN	Private, Nonprofit	260
00977700	KAPLAN COLLEGE	Proprietary	250
01206100	BRYMAN COLLEGE	Proprietary	250
02261303	Altierus Career College - Houston Hobby	Private, Nonprofit	250
02609200	Vatterott College	Proprietary	250
03832300	DADE MEDICAL COLLEGE	Proprietary	250
01035601	EVEREST INSTITUTE - DECATUR	Proprietary	240
02352200	LE CORDON BLEU COLLEGE OF CULINARY ARTS IN CHICAGO	Proprietary	240
03549300	Ultimate Medical Academy	Private, Nonprofit	240
01102401	EVEREST COLLEGE - CHICAGO	Proprietary	230
03115100	HERITAGE COLLEGE	Proprietary	230
00380700	MOUNTAIN STATE UNIVERSITY	Private, Nonprofit	220
00822100	Universal Technical Institute	Proprietary	220
01258400	Illinois Institute of Art (The)	Proprietary	220
02327600	Argosy University - The Art Institute of California - San Diego	Proprietary	220
02617506	Altierus Career College - Tigard	Private, Nonprofit	220
03006800	LE CORDON BLEU INSTITUTE OF CULINARY ARTS	Proprietary	220
02300105	EVEREST COLLEGE - EARTH CITY	Private, Nonprofit	210
03076400	BRYMAN SCHOOL OF ARIZONA (THE)	Proprietary	210
00927000	Art Institute of Atlanta (The)	Proprietary	200
00982804	Altierus Career Education - South Plainfield	Private, Nonprofit	200
01303900	South University	Proprietary	200
02100401	EVEREST INSTITUTE - KALAMAZOO	Proprietary	200
03035800	HERITAGE INSTITUTE	Proprietary	200
00888700	Concorde Career College	Proprietary	190
02291300	Art Institute of Seattle (The)	Proprietary	190
02617507	EVEREST COLLEGE - EVEREST INSTITUTE - BENSALAM	Private, Nonprofit	190
04051311	Art Institute of Las Vegas (The)	Proprietary	190
00736200	MEDTECH COLLEGE	Proprietary	180
00982803	EVEREST INSTITUTE - DETROIT	Private, Nonprofit	180
01024800	ART INSTITUTES INTERNATIONAL MINNESOTA (THE)	Proprietary	180
02296605	DEVRY UNIVERSITY - ADDISON	Proprietary	180
00153410	EVEREST UNIVERSITY - EVEREST COLLEGE - MILWAUKEE	Proprietary	170
01072714	DEVRY UNIVERSITY - DECATUR	Proprietary	170
00458300	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC SOUTH BEND	Proprietary	160
01005700	AMERICAN COMMERCIAL COLLEGE	Proprietary	160
02117100	Art Institute of Houston (The)	Proprietary	160
02121801	EVEREST INSTITUTE - HIALEAH	Proprietary	160
02179900	Argosy University	Proprietary	160
02614201	Miller - Motte Technical College	Proprietary	160
03084602	Art Institute of Phoenix (The) - Art Institute of Las Vegas (The)	Proprietary	160
03390300	LINCOLN TECHNICAL INSTITUTE	Proprietary	160
00266700	DOWLING COLLEGE	Private, Nonprofit	150
00267800	BRYANT & STRATTON COLLEGE	Proprietary	150
00781900	Art Institute of Portland (The)	Proprietary	150
00450301	EVEREST COLLEGE - MCLEAN	Private, Nonprofit	140
00748600	NEW ENGLAND INSTITUTE OF ART (THE)	Proprietary	140
00780400	STAR CAREER ACADEMY	Proprietary	140
00974800	Carrington College	Proprietary	140
02075700	Briardcliffe College	Proprietary	140
02525600	ART INSTITUTE OF NEW YORK CITY (THE)	Proprietary	140
03062300	WESTTECH COLLEGE	Proprietary	140
03426400	ANTHEM INSTITUTE	Proprietary	140
00499203	Miller-Motte Technical College	Proprietary	130
00754802	WESTWOOD COLLEGE - ANAHEIM	Proprietary	130
02120700	SAN JOAQUIN VALLEY COLLEGE	Proprietary	130
02158400	Harrison College	Proprietary	130
02202300	PITTSBURGH CAREER INSTITUTE	Proprietary	130
02539600	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INSTITUTE DALLAS	Proprietary	130
03534300	JONES INTERNATIONAL UNIVERSITY	Proprietary	130
00467300	Baker College	Private, Nonprofit	120

00723407	HEALD COLLEGE - MODESTO	Proprietary	120
00754803	WESTWOOD COLLEGE - INLAND EMPIRE	Proprietary	120
01072706	DeVry University - Ontario	Proprietary	120
02110500	Miami International University of Art & Design - Art Inst of Charlotte	Proprietary	120
03031402	SANFORD-BROWN COLLEGE - ORLANDO	Proprietary	120
00149905	Everest University - Brandon	Private, Nonprofit	110
00450702	EVEREST COLLEGE- EVEREST COLLEGE, ARLINGTON	Private, Nonprofit	110
00489800	McCann School of Business & Technology	Proprietary	110
01072720	DEVRY UNIVERSITY - COLUMBUS	Proprietary	110
01072724	DEVRY UNIVERSITY - IRVING	Proprietary	110
01157400	BAUDER COLLEGE	Proprietary	110
02053000	LIBERTY UNIVERSITY	Private, Nonprofit	110
02065500	BROOKS COLLEGE	Proprietary	110
02179902	Argosy University - Atlanta	Proprietary	110
02298501	EVEREST COLLEGE - FORT WORTH	Proprietary	110
02532100	BUSINESS CAREER TRAINING INSTITUTE	Proprietary	110
02576900	CHARTER COLLEGE	Proprietary	110
03031403	SANFORD-BROWN COLLEGE - LE CORDON BLEU COLLEGE OF CULINARY ARTS	Proprietary	110
03162300	FOUR-D COLLEGE	Proprietary	110
03903500	SOUTHERN TECHNICAL COLLEGE	Proprietary	110
00158300	MORRIS BROWN COLLEGE	Private, Nonprofit	100
00270400	College of New Rochelle (The)	Private, Nonprofit	100
00927002	Art Institute of Atlanta (The) - Art Institute of Washington (The)	Proprietary	100
00972200	Empire Beauty School	Proprietary	100
01035602	EVEREST INSTITUTE - EAGAN	Proprietary	100
02217100	PIMA MEDICAL INSTITUTE	Proprietary	100
02332900	DEVRY INSTITUTE OF TECHNOLOGY-POMONA	Proprietary	100
02605501	REMINGTON COLLEGE - MOBILE	Private, Nonprofit	100
02616703	LE CORDON BLEU COLLEGE OF CULINARY ARTS - LAS VEGAS	Proprietary	100
03026500	Remington College	Private, Nonprofit	100
03031409	SANFORD-BROWN COLLEGE - INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY	Proprietary	100
03304300	Centura College	Proprietary	100
00450302	EVEREST COLLEGE - SANTA ANA	Private, Nonprofit	90
00472900	MOUNT WASHINGTON COLLEGE	Public	90
00767800	SPARTAN COLLEGE OF AERONAUTICS AND TECHNOLOGY	Proprietary	90
00822103	Universal Technical Institute - California	Proprietary	90
02100505	UNIVERSAL TECHNICAL INSTITUTE-UNIVERSAL TECHNICAL INST OF N. CA, INC.	Proprietary	90
02116011	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - NEW YORK	Proprietary	90
02152100	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - MIAMI-JACOBS CAREER COLLEGE	Proprietary	90
02218700	NUC University - Florida Technical College - Orlando	Proprietary	90
02293202	ATI CAREER TRAINING CENTER - ATI COLLEGE OF HEALTH MIAMI	Proprietary	90
03003201	EVEREST INSTITUTE - FT. LAUDERDALE	Proprietary	90
03022601	LE CORDON BLEU COLLEGE OF CULINARY ARTS - ATLANTA	Proprietary	90
03125400	Argosy University - The Art Institute of California - Hollywood	Proprietary	90
00150900	Nova Southeastern University-Davie	Private, Nonprofit	80
00293700	King's College	Proprietary	80
00458608	Purdue University Global - Omaha	Public	80
00458612	Purdue University Global - Hugertown	Public	80
00844300	ITT TECHNICAL INSTITUTE - SEATTLE	Proprietary	80
00888900	LEHIGH VALLEY COLLEGE	Proprietary	80
01258401	Illinois Institute of Art (The) - The IL Institute of Art - Schaumburg	Proprietary	80
02113601	AMERICAN INTERCONTINENTAL UNIVERSITY - LOS ANGELES	Proprietary	80
02205203	SANFORD-BROWN COLLEGE - ST. PETERS	Proprietary	80
02616203	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC FINDLAY	Proprietary	80
03076402	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - ORLANDO	Proprietary	80
03380301	STAR CAREER ACADEMY - STAR PHILADELPHIA	Proprietary	80
00258000	Southern New Hampshire University	Private, Nonprofit	70
00736202	MEDTECH COLLEGE - GREENWOOD	Proprietary	70
00922800	DEVRY COLLEGE OF TECHNOLOGY	Proprietary	70
01072711	DEVRY UNIVERSITY - ORLANDO	Proprietary	70
01091300	Madison Media Institute	Proprietary	70
01164700	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN	Proprietary	70
02055200	Harrington College of Design	Proprietary	70
02116001	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - TREVOSE	Proprietary	70
02127900	SOJOURNER-DOUGLASS COLLEGE	Private, Nonprofit	70
02218800	BROOKLINE COLLEGE	Proprietary	70
02241800	AMERICAN CAREER COLLEGE	Proprietary	70
02611004	HERITAGE COLLEGE-KANSAS CITY	Proprietary	70
02617508	EVEREST COLLEGE - WOODBRIDGE	Private, Nonprofit	70
03095500	ASA COLLEGE	Proprietary	70
03232304	Lincoln Technical Institute - Lincoln	Proprietary	70

03756300	ANAMARC COLLEGE	Proprietary	70
00144800	HOWARD UNIVERSITY	Private, Nonprofit	60
00149913	Everest University - Everest College - Kansas City	Private, Nonprofit	60
00319100	CONCORDIA UNIVERSITY	Private, Nonprofit	60
00364200	Texas Southern University	Public	60
00750601	LINCOLN TECHNICAL INSTITUTE - UNION	Proprietary	60
00758600	REMINGTON COLLEGE - TAMPA	Private, Nonprofit	60
00780401	STAR CAREER ACADEMY - STAR BRICK	Proprietary	60
00784400	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN - SANFORD-BROWN INSTITUTE	Proprietary	60
00887800	Miami International University of Art & Design	Proprietary	60
00962100	HERZING UNIVERSITY	Private, Nonprofit	60
00998200	VICTORY UNIVERSITY	Proprietary	60
01021700	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - NASHVILLE	Proprietary	60
01072702	DEVRY UNIVERSITY - PHOENIX	Proprietary	60
01077900	PORTER AND CHESTER INSTITUTE	Proprietary	60
02100502	UNIVERSAL TECHNICAL INSTITUTE- MOTORCYCLE MECHANICS INSTITUTE DIVISION	Proprietary	60
02116006	SANFORD-BROWN COLLEGE - FT. LAUDERDALE	Proprietary	60
02171500	WESTERN INTERNATIONAL UNIVERSITY	Proprietary	60
02266200	HELMS CAREER INSTITUTE	Private, Nonprofit	60
02283800	BEAUTY SCHOOLS OF AMERICA	Proprietary	60
02559300	UNITED EDUCATION INSTITUTE	Proprietary	60
02559400	INTERCOAST COLLEGES	Proprietary	60
02599705	Vatterott College - Sunset Hills	Proprietary	60
02611005	HERITAGE COLLEGE - WICHITA	Proprietary	60
03006801	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE OF CUL ARTS	Proprietary	60
03022602	LE CORDON BLEU COLLEGE OF CULINARY ARTS - MINNEAPOLIS/ST. PAUL	Proprietary	60
03115102	HERITAGE COLLEGE - LITTLE ROCK	Proprietary	60
03380302	STAR CAREER ACADEMY - STAR NEWARK	Proprietary	60
03809400	MICROPOWER CAREER INSTITUTE	Proprietary	60
03819300	AMERICAN PUBLIC UNIVERSITY SYSTEM	Proprietary	60
00108100	ARIZONA STATE UNIVERSITY	Public	50
00140100	POST UNIVERSITY	Proprietary	50
00149906	Altierus Career College - Orange Park	Private, Nonprofit	50
00174600	Roosevelt University - State Street	Private, Nonprofit	50
00422002	Purdue University Global - Cedar Rapids	Public	50
00458605	Purdue University Global - Des Moines	Public	50
00464601	MINNESOTA SCHOOL OF BUSINESS - BROOKLYN CENTER	Proprietary	50
00464605	MINNESOTA SCHOOL OF BUSINESS - ROCHESTER	Proprietary	50
00675500	BROWN MACKIE COLLEGE (THE -)	Proprietary	50
00736205	MEDTECH COLLEGE - LEXINGTON	Proprietary	50
00740500	WOOD TOBE - COBURN SCHOOL	Proprietary	50
00748800	KAPLAN CAREER INSTITUTE	Proprietary	50
00777700	REMINGTON COLLEGE - CLEVELAND	Private, Nonprofit	50
00822101	Universal Technical Institute - Illinois	Proprietary	50
00822104	Universal Technical Institute - NASCAR Technical Institute	Proprietary	50
00974801	CARRINGTON COLLEGE - SAN LEANDRO CAMPUS	Proprietary	50
00982808	Altierus Career College - Atlanta	Private, Nonprofit	50
01035100	PSI INSTITUTE	Proprietary	50
01072704	DEVRY UNIVERSITY - NEWARK	Proprietary	50
01072717	DEVRY UNIVERSITY - KANSAS CITY	Proprietary	50
01072719	DEVRY COLLEGE OF NEW YORK	Proprietary	50
01111200	FASHION INSTITUTE OF DESIGN & MERCHANDISING -	Proprietary	50
02078905	ART INSTITUTE OF COLORADO (THE) - PHOENIX BRANCH	Proprietary	50
02113604	AMERICAN INTERCONTINENTAL UNIVERSITY - DUNWOODY	Proprietary	50
02116005	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - LANDOVER	Proprietary	50
02116009	SANFORD-BROWN COLLEGE - MIDDLEBURG HEIGHTS	Proprietary	50
02148300	MANHATTAN BEAUTY SCHOOL	Proprietary	50
02179901	Argosy University - Twin Cities	Proprietary	50
02179918	Argosy University - Sarasota	Proprietary	50
02263104	ANTHEM COLLEGE - ANTHEM CAREER COLLEGE - NASHVILLE	Proprietary	50
02301300	PRISM CAREER INSTITUTE	Proprietary	50
02599701	Vatterott College - Kansas City	Proprietary	50
02614900	SANFORD-BROWN INSTITUTE	Proprietary	50
02616401	SANFORD-BROWN INSTITUTE - TAMPA	Proprietary	50
03030600	CORTIVA INSTITUTE	Proprietary	50
03076405	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM CAREER COLLEGE - MEMPHIS	Proprietary	50
03077700	DECKER COLLEGE	Proprietary	50
03079900	CITY COLLEGE	Proprietary	50
03089700	CAREER INSTITUTE OF HEALTH AND TECHNOLOGY	Proprietary	50
03091100	ACT COLLEGE	Proprietary	50
03339400	WESTERN GOVERNORS UNIVERSITY	Private, Nonprofit	50

03348400	MATTIA COLLEGE	Proprietary	50
03426300	COLLEGE OF HEALTH CARE PROFESSIONS (THE)	Proprietary	50
03969600	UEI COLLEGE	Proprietary	50
00132800	UNIVERSITY OF SOUTHERN CALIFORNIA	Private, Nonprofit	40
00146700	BETHUNE COOKMAN UNIVERSITY	Private, Nonprofit	40
00149700	JONES COLLEGE	Private, Nonprofit	40
00149908	Everest University - Lakeland	Private, Nonprofit	40
00149909	Everest University - Jacksonville	Private, Nonprofit	40
00149911	Everest University - Everest College - Merrionette Park	Private, Nonprofit	40
00219300	MOUNT IDA COLLEGE	Private, Nonprofit	40
00224900	Davenport University	Private, Nonprofit	40
00241000	JACKSON STATE UNIVERSITY	Public	40
00252100	WEBSTER UNIVERSITY	Private, Nonprofit	40
00262900	Rutgers, the State University of New Jersey	Public	40
00275100	LONG ISLAND UNIVERSITY	Private, Nonprofit	40
00332900	Pennsylvania State University (The)	Public	40
00340400	JOHNSON & WALES UNIVERSITY	Private, Nonprofit	40
00473000	MCINTOSH COLLEGE	Proprietary	40
00473100	DANIEL WEBSTER COLLEGE	Proprietary	40
00479900	Monroe College	Proprietary	40
00520307	REXINGTON COLLEGE - LAFAYETTE	Private, Nonprofit	40
00730306	LINCOLN TECHNICAL INSTITUTE - EAST WINDSOR	Proprietary	40
00736204	MEDTECH COLLEGE - FORT WAYNE	Proprietary	40
00739400	BERKELEY COLLEGE	Proprietary	40
00822105	Universal Technical Institute - Massachusetts	Proprietary	40
00869410	RASMUSSEN COLLEGE - OCALA	Proprietary	40
00887805	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INST. OF TAMPA	Proprietary	40
00963500	FLORIDA INTERNATIONAL UNIVERSITY	Public	40
01072718	DeVry University - Iselin	Proprietary	40
01072723	DEVRY UNIVERSITY - FEDERAL WAY	Proprietary	40
01287200	NORTH-WEST COLLEGE	Proprietary	40
02075702	Briardiffe College - Bohemia	Proprietary	40
02112300	Ridley - Lowell Business & Technical Institute	Proprietary	40
02115100	BUTLER BUSINESS SCHOOL	Proprietary	40
02116008	SANFORD-BROWN COLLEGE - ATLANTA	Proprietary	40
02131600	PENNCO TECH	Proprietary	40
02158410	Harrison College - East	Proprietary	40
02179919	Argosy University - Dallas	Proprietary	40
02180100	ROSS MEDICAL EDUCATION CENTER	Proprietary	40
02202301	SANFORD-BROWN INSTITUTE - SANFORD-BROWN INSTITUTE	Proprietary	40
02263105	ANTHEM COLLEGE - HIGH-TECH INSTITUTE - ATLANTA	Proprietary	40
02294900	INSTITUTE OF AUDIO RESEARCH	Proprietary	40
02295002	EVEREST COLLEGE PHOENIX - MESA CAMPUS	Proprietary	40
02295700	NATIONAL ACADEMY OF BEAUTY ARTS	Proprietary	40
02361101	ITT TECHNICAL INSTITUTE -	Proprietary	40
02541200	Stratford University	Proprietary	40
02599710	Vatterott College - Vatterott Career College - Memphis	Proprietary	40
02614205	Miller - Motte Technical College - Miller - Motte College - Greenville	Proprietary	40
02616402	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - ISELIN	Proprietary	40
02616403	SANFORD-BROWN INSTITUTE - SANFORD-BROWN COLLEGE - WEST ALLIS	Proprietary	40
02617503	EVEREST COLLEGE - VANCOUVER	Private, Nonprofit	40
03010602	Virginia College - Huntsville	Proprietary	40
03010603	Virginia College - Jackson	Proprietary	40
03042700	LAURIUS TECHNICAL INSTITUTE	Proprietary	40
03076403	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - IRVING	Proprietary	40
03076404	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM INSTITUTE - LAS VEGAS	Proprietary	40
03123900	SOUTHEASTERN COLLEGE	Proprietary	40
03399300	BRYAN COLLEGE	Proprietary	40
03523300	Aviation Institute Of Maintenance	Proprietary	40
03813300	Northcentral University	Proprietary	40
04121500	COLUMBIA SOUTHERN UNIVERSITY	Proprietary	40
04190000	RADIANS COLLEGE	Proprietary	40
00108300	University of Arizona (The)	Public	30
00148000	FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY	Public	30
00152600	SAINT LEO UNIVERSITY	Private, Nonprofit	30
00152800	ST. PETERSBURG COLLEGE	Public	30
00166500	Columbia College Chicago	Private, Nonprofit	30
00167100	DEPAUL UNIVERSITY	Private, Nonprofit	30
00228400	MARYGROVE COLLEGE	Private, Nonprofit	30
00232900	Wayne State University	Public	30
00245600	Columbia College	Private, Nonprofit	30

00277200	MERCY COLLEGE	Private, Nonprofit	30
00278200	NEW YORK INSTITUTE OF TECHNOLOGY	Private, Nonprofit	30
00278500	New York University	Private, Nonprofit	30
00304800	CHANCELLOR UNIVERSITY	Proprietary	30
00305100	KENT STATE UNIVERSITY	Public	30
00312300	UNIVERSITY OF AKRON (THE)	Public	30
00342000	BENEDICT COLLEGE	Private, Nonprofit	30
00458607	Purdue University Global - Cedar Falls	Public	30
00458609	Purdue University Global - Lincoln	Public	30
00458615	Kaplan University - Portland	Public	30
00461700	National College	Proprietary	30
00462500	DELGADO COMMUNITY COLLEGE	Public	30
00464606	MINNESOTA SCHOOL OF BUSINESS - BLAINE	Proprietary	30
00486600	STAUTZENBERGER COLLEGE	Proprietary	30
00489300	DUBOIS BUSINESS COLLEGE	Proprietary	30
00489804	McCann School of Business & Technology - Hazelton Campus	Proprietary	30
00675000	VALENCIA COLLEGE	Public	30
00675501	BROWN MACKIE COLLEGE	Proprietary	30
00716400	BRYAN UNIVERSITY	Proprietary	30
00747001	ART INSTITUTE OF PITTSBURGH (THE) - SANTA MONICA	Proprietary	30
00748400	Newbury College	Private, Nonprofit	30
00779100	WILFRED ACADEMY OF HAIR & BEAUTY CULTURE	Proprietary	30
00780402	STAR CAREER ACADEMY - STAR EGG HARBOR	Proprietary	30
00793100	PACIFIC TRAVEL TRADE SCHOOL - MAIN CAMPUS	Proprietary	30
00927003	Art Institute of Atlanta (The) - Art Institute of Tennessee-Nashville	Proprietary	30
00940700	Lincoln College of New England	Proprietary	30
00945103	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC TUCSON	Proprietary	30
00972100	Bradford School	Proprietary	30
00974804	CARRINGTON COLLEGE - CITRUS HEIGHTS	Proprietary	30
00974807	CARRINGTON COLLEGE - SAN JOSE	Proprietary	30
00982810	EVEREST INSTITUTE - EVEREST COLLEGE-BEDFORD PARK	Private, Nonprofit	30
01005901	AMERICAN COMMERCIAL COLLEGE - AMERICAN COMMERCIAL COLLEGE	Proprietary	30
01014200	Touro College	Private, Nonprofit	30
01019800	ECPI UNIVERSITY	Proprietary	30
01063300	Houston Community College	Public	30
01072712	DEVRY UNIVERSITY - MIRAMAR	Proprietary	30
01072722	DEVRY UNIVERSITY - FORT WASHINGTON	Proprietary	30
01072754	DEVRY UNIVERSITY - HOUSTON	Proprietary	30
01087700	AMERICAN BUSINESS INSTITUTE	Proprietary	30
01146200	National University - La Jolla	Private, Nonprofit	30
01164400	University of Maryland Global Campus	Public	30
01248200	ATI TECHNICAL TRAINING CENTER	Proprietary	30
01289100	ANTONELLI COLLEGE	Proprietary	30
02055500	DELTA SCHOOL OF BUSINESS AND TECHNOLOGY	Proprietary	30
02103200	BROWN MACKIE COLLEGE-MERRILLVILLE	Proprietary	30
02106600	AMERICAN INSTITUTE	Proprietary	30
02112301	RIDLEY - LOWELL BUSINESS & TECHNICAL INSTITUTE - POUGHKEEPSIE	Proprietary	30
02113606	AMERICAN INTERCONTINENTAL UNIVERSITY (THE) - PLANTATION	Proprietary	30
02113609	AMERICAN INTERCONTINENTAL UNIVERSITY - WESTON	Proprietary	30
02128000	SUPERIOR TRAINING SERVICES	Proprietary	30
02179903	Argosy University - Washington D.C. Area	Proprietary	30
02179909	Argosy University - Tampa	Proprietary	30
02179914	Argosy University - Nashville	Proprietary	30
02179928	Argosy University - Los Angeles	Proprietary	30
02179948	Argosy University - The Art Institute of California - Inland Empire	Proprietary	30
02205207	SANFORD-BROWN COLLEGE - MILWAUKEE	Proprietary	30
02215100	HALLMARK INSTITUTE OF PHOTOGRAPHY	Proprietary	30
02219500	Mildred Eley	Proprietary	30
02239202	ANTHEM COLLEGE - METRO SOUTH	Proprietary	30
02250603	EVEREST COLLEGE - ARLINGTON	Private, Nonprofit	30
02253900	Miller-Motte College - Berks Technical Institute	Proprietary	30
02263101	ANTHEM COLLEGE - SACRAMENTO	Proprietary	30
02305801	Florida Career College - Pembroke Pines	Proprietary	30
02337800	COLLEGE OF OFFICE TECHNOLOGY	Proprietary	30
02362002	UNIVERSAL TECHNICAL INSTITUTE - PENNSYLVANIA	Proprietary	30
02491500	Southwest University of Visual Arts	Private, Nonprofit	30
02538900	INTERNATIONAL BUSINESS COLLEGE-	Proprietary	30
02546800	MTA SCHOOL, RESIDENT SCHOOL	Proprietary	30
02557800	ART INSTITUTE OF YORK (THE) - PENNSYLVANIA	Proprietary	30
02572800	VISTA COLLEGE	Proprietary	30
02576200	MID-CONTINENT UNIVERSITY	Private, Nonprofit	30

02580100	IVERSON INSTITUTE	Proprietary	30
02588904	MEDTECH INSTITUTE- MEDTECH COLLEGE	Proprietary	30
02599702	Vatterott College - Springfield	Proprietary	30
02606800	Miller-Motte College - McCann - Monroe	Proprietary	30
02611007	HERITAGE COLLEGE - COLUMBUS	Proprietary	30
02615001	SANFORD-BROWN COLLEGE - DALLAS	Proprietary	30
03010607	Virginia College - Mobile	Proprietary	30
03010616	Virginia College - Montgomery	Proprietary	30
03031405	SANFORD-BROWN COLLEGE - LAS VEGAS	Proprietary	30
03031406	SANFORD-BROWN COLLEGE - SEATTLE	Proprietary	30
03067500	Institute of Technology	Proprietary	30
03071801	ITT TECHNICAL INSTITUTE - EVERETT	Proprietary	30
03079200	WESTWOOD COLLEGE - DUPAGE	Proprietary	30
03108100	Summit College	Proprietary	30
03108500	EVERGLADES UNIVERSITY	Private, Nonprofit	30
03110000	ACADEMY OF HEALING ARTS	Proprietary	30
03128700	MT. SIERRA COLLEGE	Proprietary	30
03172400	CALIBER TRAINING INSTITUTE	Proprietary	30
03196300	Lincoln Technical Institute - Somerville	Proprietary	30
03368300	MIDWEST TECHNICAL INSTITUTE	Proprietary	30
03448300	BUSINESS INDUSTRIAL RESOURCES	Proprietary	30
03595400	ANGLEY COLLEGE	Proprietary	30
03789300	UNITECH TRAINING ACADEMY	Proprietary	30
03866300	GALIANO CAREER ACADEMY	Proprietary	30
04116000	VIDEO SYMPHONY ENTERTRAINING	Proprietary	30
04122300	Grantham University	Proprietary	30
04137900	BRENSTEN EDUCATION	Proprietary	30
04148000	NEW LIFE BUSINESS INSTITUTE	Proprietary	30
00100200	ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY	Public	20
00100500	ALABAMA STATE UNIVERSITY	Public	20
00111700	AZUSA PACIFIC UNIVERSITY	Private, Nonprofit	20
00113900	CALIFORNIA STATE UNIVERSITY, LONG BEACH	Public	20
00115000	CALIFORNIA STATE UNIVERSITY - SACRAMENTO	Public	20
00115300	CALIFORNIA STATE UNIVERSITY, NORTHRIDGE	Public	20
00115400	SAN FRANCISCO STATE UNIVERSITY	Public	20
00115500	SAN JOSE STATE UNIVERSITY	Public	20
00131500	University of California, Los Angeles	Public	20
00136000	METROPOLITAN STATE UNIVERSITY OF DENVER	Public	20
00136300	REGIS UNIVERSITY	Private, Nonprofit	20
00146900	FLORIDA INSTITUTE OF TECHNOLOGY	Private, Nonprofit	20
00148900	FLORIDA STATE UNIVERSITY	Public	20
00150000	BROWARD COLLEGE	Public	20
00150400	State College of Florida, Manatee-Sarasota	Public	20
00152000	Seminole State College of Florida	Public	20
00152100	SOUTHEASTERN UNIVERSITY	Private, Nonprofit	20
00154400	Albany State University	Public	20
00155900	CLARK ATLANTA UNIVERSITY	Private, Nonprofit	20
00157400	GEORGIA STATE UNIVERSITY	Public	20
00157700	KENNESAW STATE UNIVERSITY	Public	20
00169400	CHICAGO STATE UNIVERSITY	Public	20
00173700	NORTHERN ILLINOIS UNIVERSITY	Public	20
00175800	SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE	Public	20
00180500	INDIANA INSTITUTE OF TECHNOLOGY	Private, Nonprofit	20
00181300	Indiana University - Purdue University Indianapolis	Public	20
00183300	SAINT JOSEPH'S COLLEGE	Private, Nonprofit	20
00184200	VALPARAISO UNIVERSITY	Private, Nonprofit	20
00198300	ST. CATHARINE COLLEGE	Private, Nonprofit	20
00200600	Grambling State University	Public	20
00202500	SOUTHERN UNIVERSITY AND AGRICULTURAL & MECHANICAL COLG AT BATON ROUGE	Public	20
00208300	Morgan State University	Public	20
00213000	Boston University	Private, Nonprofit	20
00220500	QUINCY COLLEGE	Public	20
00221100	Springfield College	Private, Nonprofit	20
00235900	EASTERN MICHIGAN UNIVERSITY	Public	20
00229000	MICHIGAN STATE UNIVERSITY	Public	20
00233000	WESTERN MICHIGAN UNIVERSITY	Public	20
00236200	MINNEAPOLIS COMMUNITY AND TECHNICAL COLLEGE	Public	20
00240700	Hinds Community College	Public	20
00244100	UNIVERSITY OF SOUTHERN MISSISSIPPI	Public	20
00256900	UNIVERSITY OF NEVADA - LAS VEGAS	Public	20
00261700	MONTCLAIR STATE UNIVERSITY	Public	20

00273200	HOFSTRA UNIVERSITY	Private, Nonprofit	20
00279100	PACE UNIVERSITY	Private, Nonprofit	20
00290500	NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY	Public	20
00290900	BARBER-SCOTIA COLLEGE	Private, Nonprofit	20
00295000	North Carolina Central University	Public	20
00296800	Saint Augustine's University	Private, Nonprofit	20
00301800	BOWLING GREEN STATE UNIVERSITY	Public	20
00302600	CENTRAL STATE UNIVERSITY	Public	20
00309000	OHIO STATE UNIVERSITY	Public	20
00312500	UNIVERSITY OF CINCINNATI	Public	20
00313100	UNIVERSITY OF TOLEDO	Public	20
00319600	LANE COMMUNITY COLLEGE	Public	20
00319900	Marylhurst University	Private, Nonprofit	20
00321300	Portland Community College	Public	20
00324900	COMMUNITY COLLEGE OF PHILADELPHIA	Public	20
00325600	DREXEL UNIVERSITY	Private, Nonprofit	20
00344800	UNIVERSITY OF SOUTH CAROLINA - COLUMBIA	Public	20
00350900	UNIVERSITY OF MEMPHIS (THE)	Public	20
00351000	MIDDLE TENNESSEE STATE UNIVERSITY	Public	20
00352200	TENNESSEE STATE UNIVERSITY	Public	20
00352400	PIEDMONT INTERNATIONAL UNIVERSITY - CHATTANOOGA CAMPUS	Private, Nonprofit	20
00359400	UNIVERSITY OF NORTH TEXAS	Public	20
00363000	Prairie View Agricultural & Mechanical University	Public	20
00371200	TIDEWATER COMMUNITY COLLEGE	Public	20
00372800	OLD DOMINION UNIVERSITY	Public	20
00373900	SAINT PAUL'S COLLEGE	Private, Nonprofit	20
00374900	GEORGE MASON UNIVERSITY	Public	20
00376400	VIRGINIA STATE UNIVERSITY	Public	20
00376500	NORFOLK STATE UNIVERSITY	Public	20
00382700	West Virginia University	Public	20
00386600	Milwaukee Area Technical College	Public	20
00389600	UNIVERSITY OF WISCONSIN - MILWAUKEE	Public	20
00395400	UNIVERSITY OF CENTRAL FLORIDA-MAIN CAMPUS	Public	20
00396900	University of Minnesota - Twin Cities	Public	20
00399300	Midlands Technical College - Airport Campus	Public	20
00449400	EVEREST COLLEGE - ONTARIO	Proprietary	20
00458600	Purdue University Global - Mason City	Public	20
00458610	Kaplan University - Council Bluffs	Public	20
00458616	Purdue University Global - Lewiston	Public	20
00464602	MINNESOTA SCHOOL OF BUSINESS - PLYMOUTH	Proprietary	20
00464603	MINNESOTA SCHOOL OF BUSINESS - SHAKOPEE	Proprietary	20
00464604	MINNESOTA SCHOOL OF BUSINESS - ST. CLOUD	Proprietary	20
00472901	MOUNT WASHINGTON COLLEGE - NASHUA CAMPUS	Proprietary	20
00472905	MOUNT WASHINGTON COLLEGE - SALEM CAMPUS	Proprietary	20
00489805	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - SCRANTON	Proprietary	20
00492000	TRIDENT TECHNICAL COLLEGE	Public	20
00493800	South College	Proprietary	20
00520800	COLLEGE OF WESTCHESTER (THE)	Proprietary	20
00673100	Casa Loma College	Private, Nonprofit	20
00686700	COLUMBUS STATE COMMUNITY COLLEGE- MAIN CAMPUS	Public	20
00697500	Lincoln University	Private, Nonprofit	20
00712000	Des Moines Area Community College	Public	20
00722900	WESTERN BEAUTY INSTITUTE	Proprietary	20
00740100	Mandl School	Proprietary	20
00743900	Fountainhead College of Technology	Proprietary	20
00751800	Apex Technical School	Proprietary	20
00757200	AMERICAN MUSICAL & DRAMATIC ACADEMY	Private, Nonprofit	20
00758602	REMINGTON COLLEGE - FORT WORTH CAMPUS	Private, Nonprofit	20
00775900	LINCOLN TECHNICAL INSTITUTE - ALLENTOWN	Proprietary	20
00781400	BROOKSTONE COLLEGE OF BUSINESS	Proprietary	20
00781401	BROOKSTONE COLLEGE OF BUSINESS - GREENSBORO	Proprietary	20
00784500	NEW ENGLAND INSTITUTE OF TECHNOLOGY	Private, Nonprofit	20
00787000	HILLSBOROUGH COMMUNITY COLLEGE	Public	20
00793803	LINCOLN COLLEGE OF TECHNOLOGY - NASHVILLE	Proprietary	20
00821700	Paul Mitchell the School Green Bay	Proprietary	20
00827000	WILFRED ACADEMY	Proprietary	20
00841700	STENOTYPE INSTITUTE OF JACKSONVILLE	Proprietary	20
00850101	Rasmussen College	Proprietary	20
00863500	IBMC COLLEGE	Proprietary	20
00902200	ASSOCIATED TECHNICAL COLLEGE	Proprietary	20
00904900	ELMIRA BUSINESS INSTITUTE	Proprietary	20

00926800	KELSEY-JENNEY COLLEGE	Private, Nonprofit	20
00927004	Art Institute of Atlanta (The) - The Art Institute of Charleston	Proprietary	20
00943200	ESS COLLEGE OF BUSINESS	Proprietary	20
00961800	TULSA WELDING SCHOOL	Proprietary	20
00974802	CARRINGTON COLLEGE - PLEASANT HILL CAMPUS	Proprietary	20
00974803	CARRINGTON COLLEGE - STOCKTON	Proprietary	20
00974806	CARRINGTON COLLEGE CALIFORNIA - ANTIOCH/WALNUT CREEK	Proprietary	20
00974808	CARRINGTON COLLEGE CALIFORNIA - EMERYVILLE	Proprietary	20
00982807	EVEREST INSTITUTE - MARIETTA	Private, Nonprofit	20
01014804	COLORADO TECHNICAL UNIVERSITY - SIOUX FALLS BRANCH CAMPUS	Proprietary	20
01014814	COLORADO TECHNICAL UNIVERSITY - NORTH KANSAS CITY	Proprietary	20
01027900	Hickey College	Proprietary	20
01036200	COLLEGE OF SOUTHERN NEVADA	Public	20
01040500	PINNACLE CAREER INSTITUTE	Proprietary	20
01057700	UNITED COLLEGE OF BUSINESS	Proprietary	20
01072709	DEVRY UNIVERSITY - WESTMINSTER	Proprietary	20
01083100	NEW COLLEGE OF CALIFORNIA	Private, Nonprofit	20
01088100	STARK STATE COLLEGE	Public	20
01093000	SUBURBAN TECHNICAL SCHOOL	Proprietary	20
01103100	TECHNICAL CAREER INSTITUTES	Proprietary	20
01112200	SAWYER COLLEGE	Proprietary	20
01114500	LOVE STAR COLLEGE SYSTEM	Public	20
01116600	Broadview College	Proprietary	20
01162601	WESTWOOD COLLEGE - SOUTH BAY - ARLINGTON BALLSTON	Proprietary	20
01162602	WESTWOOD COLLEGE - SOUTH BAY - ANNANDALE	Proprietary	20
01197900	BLAKE BUSINESS SCHOOL	Proprietary	20
01202700	GALEN COLLEGE OF CALIFORNIA	Proprietary	20
01226200	USA TRAINING ACADEMY HOME STUDY	Proprietary	20
01234600	BERKELEY COLLEGE - CLIFTON	Proprietary	20
01246104	Lincoln Technical Institute - Center City	Proprietary	20
01246105	Lincoln Technical Institute - Northeast	Proprietary	20
01258405	Illinois Institute of Art (The) - The Art Institute of Michigan	Proprietary	20
01284601	BRANCH CAMPUS	Proprietary	20
02069200	PACIFIC COAST COLLEGE	Proprietary	20
02074100	CAPITOL CITY TRADE & TECHNICAL SCHOOL	Proprietary	20
02098814	UNIVERSITY OF PHOENIX - ONLINE CAMPUS	Proprietary	20
02100607	Carrington College - Tucson	Proprietary	20
02100608	CARRINGTON COLLEGE - WESTSIDE	Proprietary	20
02100611	Carrington College - Mesa	Proprietary	20
02103201	BROWN MACKIE COLLEGE-MERRILLVILLE - BROWN MACKIE COLLEGE-MICHIGAN CTY	Proprietary	20
02110700	Cleveland Institute of Dental - Medical Assistants	Proprietary	20
02116012	SANFORD-BROWN COLLEGE - HOUSTON NORTH LOOP	Proprietary	20
02119200	COURT REPORTING INSTITUTE OF ST LOUIS	Proprietary	20
02120800	YORKTOWNE BUSINESS INSTITUTE	Proprietary	20
02120901	ITT TECHNICAL INSTITUTE - HAYWARD	Proprietary	20
02131500	NORTHWESTERN COLLEGE	Private, Nonprofit	20
02141500	SAVANNAH COLLEGE OF ART AND DESIGN	Private, Nonprofit	20
02151100	ATI COLLEGE OF HEALTH	Proprietary	20
02158401	Harrison College - Columbus	Proprietary	20
02158402	Harrison College - Lafayette	Proprietary	20
02158405	Harrison College - Terre Haute	Proprietary	20
02158407	Harrison College - Anderson	Proprietary	20
02158409	Harrison College - Evansville	Proprietary	20
02158412	Harrison College - Fort Wayne	Proprietary	20
02160304	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - SCHAUMBURG	Proprietary	20
02161800	MUSICIANS INSTITUTE	Proprietary	20
02164200	FOREST INSTITUTE OF PROFESSIONAL PSYCHOLOGY	Private, Nonprofit	20
02177500	RIO SALADO COMMUNITY COLLEGE	Public	20
02179905	Argosy University - Hawaii	Proprietary	20
02179926	ARGOSY UNIVERSITY - ORANGE COUNTY	Proprietary	20
02179932	Argosy University - Inland Empire	Proprietary	20
02179943	Argosy University - The Art Institute of California - San Francisco	Proprietary	20
02179944	Argosy University - The Art Institute of California - Orange County	Proprietary	20
02179945	Argosy University - The Art Institute of California - Sacramento	Proprietary	20
02202500	NEW ENGLAND TRACTOR TRAILER TRAINING SCHOOL OF CONN	Proprietary	20
02205204	SANFORD BROWN COLLEGE-NKC	Proprietary	20
02205300	SAVANNAH RIVER COLLEGE	Proprietary	20
02206300	BEAUTY INSTITUTE (THE)	Proprietary	20
02239203	ANTHEM COLLEGE - BEAVERTON	Proprietary	20
02241801	AMERICAN CAREER COLLEGE - ANAHEIM	Proprietary	20
02244900	Goodwin University	Private, Nonprofit	20

02245200	MTI COLLEGE OF BUSINESS AND TECHNOLOGY	Proprietary	20
02255200	PENNSYLVANIA SCHOOL OF BUSINESS	Proprietary	20
02263106	ANTHEM COLLEGE - ANTHEM COLLEGE - KANSAS CITY	Proprietary	20
02277400	South Coast College	Proprietary	20
02280800	Lincoln College of Technology - West Palm	Proprietary	20
02293203	ATI CAREER TRAINING CENTER - ALBUQUERQUE	Proprietary	20
02296500	MASTERS INSTITUTE	Proprietary	20
02304000	MISSOURI TECHNICAL SCHOOL	Proprietary	20
02305802	FLORIDA CAREER COLLEGE - WEST PALM BEACH	Proprietary	20
02305804	FLORIDA CAREER COLLEGE - LAUDERDALE LAKES	Proprietary	20
02311200	AMERICAN SCHOOL OF TECHNOLOGY	Proprietary	20
02313900	WESTWOOD COLLEGE - O'HARE AIRPORT	Proprietary	20
02317300	Tricod University of Beauty Culture	Proprietary	20
02338500	Glendale Career College	Proprietary	20
02362003	UNIVERSAL TECHNICAL INSTITUTE - NORTHERN TEXAS	Proprietary	20
02490800	HAIR FASHIONS BY KAYE BEAUTY COLLEGE	Proprietary	20
02491100	Beckfield College	Proprietary	20
02539900	STAR TECHNICAL INSTITUTE	Proprietary	20
02540000	Tennessee Academy of Cosmetology	Proprietary	20
02547600	FLORIDA NATIONAL UNIVERSITY	Proprietary	20
02559000	University of Advancing Computer Technology	Proprietary	20
02559301	UNITED EDUCATION INSTITUTE - SAN BERNARDINO	Proprietary	20
02559303	UNITED EDUCATION INSTITUTE - SAN DIEGO	Proprietary	20
02559304	UNITED EDUCATION INSTITUTE - ONTARIO	Proprietary	20
02559305	UNITED EDUCATION INSTITUTE - ENCINO	Proprietary	20
02559309	United Education Institute - Chula Vista	Proprietary	20
02569306	LE CORDON BLEU COLLEGE OF CULINARY ARTS - SANFORD-BROWN COLLEGE	Proprietary	20
02586200	FLORIDA CAREER COLLEGE - CLEARWATER	Proprietary	20
02588902	MEDTECH INSTITUTE - SILVER SPRING	Proprietary	20
02596400	SPARTAN COLLEGE OF AERONAUTICS & TECHNOLOGY	Proprietary	20
02596502	ATI- CAREER TRAINING CENTER - OKLAHOMA CITY (#037)	Proprietary	20
02598200	UNIVERSITY OF SOUTHERNMOST FLORIDA	Proprietary	20
02599703	Vatterott College - Joplin	Proprietary	20
02599706	Vatterott College - Tulsa	Proprietary	20
02599712	VATTEROTT COLLEGE - ST. CHARLES	Proprietary	20
02608900	PINNACLE COLLEGE	Proprietary	20
02617501	EVEREST COLLEGE - FIFE	Private, Nonprofit	20
03009701	HARRISON COLLEGE - MUNCIE	Proprietary	20
03010604	Virginia College - Austin	Proprietary	20
03010606	Virginia College - Chattanooga	Proprietary	20
03010608	Virginia College - Pensacola	Proprietary	20
03010610	Virginia College - Biloxi	Proprietary	20
03010611	Virginia College - Golf Academy of America - Carlsbad	Proprietary	20
03010619	Virginia College - Augusta	Proprietary	20
03012500	NEW WAVE HAIR ACADEMY	Proprietary	20
03023500	Camelot College	Proprietary	20
03025800	Dawn Career Institute	Proprietary	20
03026501	REMINGTON COLLEGE - NORTH HOUSTON CAMPUS	Private, Nonprofit	20
03035300	Southern Careers Institute	Proprietary	20
03039900	Fremont College	Proprietary	20
03042501	Carrington College - Spokane	Proprietary	20
03062701	PLATT COLLEGE - ONTARIO	Proprietary	20
03067300	METROPOLITAN COLLEGE	Private, Nonprofit	20
03068200	OHIO MEDIA SCHOOL	Proprietary	20
03071606	College of Business & Technology	Proprietary	20
03076401	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE	Proprietary	20
03089702	CAREER INSTITUTE OF HEALTH AND TECHNOLOGY - BROOKLYN	Proprietary	20
03104300	Career Technical Institute	Proprietary	20
03108700	ROYAL BEAUTY CAREERS	Proprietary	20
03109000	SCHOOL OF COMMUNICATION ARTS OF NORTH CAROLINA	Proprietary	20
03110300	SALON ACADEMY (THE)	Proprietary	20
03113100	MARIC COLLEGE	Proprietary	20
03115000	ARIZONA COLLEGE	Proprietary	20
03126400	CENTURA COLLEGE -	Proprietary	20
03138400	AMERICAN COLLEGE OF MEDICAL TECHNOLOGY	Proprietary	20
03197300	INSTITUTE FOR HEALTH EDUCATION (THE)	Proprietary	20
03294300	BLUE CLIFF COLLEGE	Proprietary	20
03294306	BLUE CLIFF COLLEGE - SHREVEPORT	Proprietary	20
03316300	LINCOLN TECHNICAL INSTITUTE - HARTFORD	Proprietary	20
03380303	STAR CAREER ACADEMY - STAR CLIFTON	Proprietary	20
03380304	STAR CAREER ACADEMY - STAR AUDUBON	Proprietary	20

03994300	REMINGTON COLLEGE - SAN DIEGO CAMPUS	Proprietary	20
03400300	Quest College	Proprietary	20
03425400	CENTRAL FLORIDA INSTITUTE	Proprietary	20
03525300	BLUE CLIFF COLLEGE - GULFPORT	Proprietary	20
03549301	ULTIMATE MEDICAL ACADEMY -	Private, Nonprofit	20
03625300	PERFORMANCE TRAINING INSTITUTE	Proprietary	20
03627400	JACKSONVILLE BEAUTY INSTITUTE	Proprietary	20
03676400	HEALTHY HAIR ACADEMY	Proprietary	20
03698400	CALIFORNIA COLLEGE OF VOCATIONAL CAREERS	Proprietary	20
03706300	Hollywood Institute	Proprietary	20
03812300	OMNITECH INSTITUTE	Proprietary	20
03875300	MCI INSTITUTE OF TECHNOLOGY	Proprietary	20
03973300	SAE EXPRESSION COLLEGE	Proprietary	20
04051304	Art Institute of Phoenix (The) - Art Institute of Indianapolis (The)	Proprietary	20
04127900	TRIDENT UNIVERSITY INTERNATIONAL	Proprietary	20
04134500	SAN DIEGO COLLEGE	Proprietary	20
04135900	Orion College	Proprietary	20
04141400	LAURUS COLLEGE	Proprietary	20
04149300	PARK WEST BARBER SCHOOL	Proprietary	20
04152300	Georgia Beauty Academy	Proprietary	20
04161800	BRANDMAN UNIVERSITY	Private, Nonprofit	20
04162500	HOLLYWOOD INSTITUTE OF BEAUTY CAREERS	Proprietary	20
04184800	VANTAGE COLLEGE	Proprietary	20
00102800	MILES COLLEGE	Private, Nonprofit	10
00104400	Stillman College	Private, Nonprofit	10
00104700	Troy University	Public	10
00105100	UNIVERSITY OF ALABAMA	Public	10
00105200	UNIVERSITY OF ALABAMA AT BIRMINGHAM	Public	10
00105700	UNIVERSITY OF SOUTH ALABAMA	Public	10
00107700	MESA COMMUNITY COLLEGE	Public	10
00107800	PHOENIX COLLEGE	Public	10
00108200	NORTHERN ARIZONA UNIVERSITY	Public	10
00108700	Arkansas Baptist College	Private, Nonprofit	10
00109003	Arkansas State University	Public	10
00109200	UNIVERSITY OF CENTRAL ARKANSAS	Public	10
00110100	UNIVERSITY OF ARKANSAS AT LITTLE ROCK	Public	10
00113800	California State University, East Bay	Public	10
00114000	CALIFORNIA STATE UNIVERSITY, LOS ANGELES	Public	10
00114200	California State University, San Bernardino	Public	10
00114700	CALIFORNIA STATE UNIVERSITY, FRESNO	Public	10
00116400	Chapman University	Private, Nonprofit	10
00132500	UNIVERSITY OF SAN FRANCISCO	Private, Nonprofit	10
00134201	WHITTIER COLLEGE - COLLEGE OF LAW	Private, Nonprofit	10
00137800	CENTRAL CONNECTICUT STATE UNIVERSITY	Public	10
00141600	UNIVERSITY OF BRIDGEPORT	Private, Nonprofit	10
00142800	DELAWARE STATE UNIVERSITY	Public	10
00143400	AMERICAN UNIVERSITY	Private, Nonprofit	10
00144100	UNIVERSITY OF THE DISTRICT OF COLUMBIA	Public	10
00144400	George Washington University	Private, Nonprofit	10
00147500	Daytona State College	Public	10
00147700	FLORIDA SOUTHWESTERN STATE COLLEGE	Public	10
00148100	Florida Atlantic University	Public	10
00148400	FLORIDA STATE COLLEGE AT JACKSONVILLE	Public	10
00148600	FLORIDA MEMORIAL UNIVERSITY	Private, Nonprofit	10
00150600	MIAMI DADE COLLEGE	Public	10
00153500	UNIVERSITY OF FLORIDA	Public	10
00153600	University of Miami	Private, Nonprofit	10
00153700	University of South Florida	Public	10
00156200	GEORGIA STATE UNIVERSITY - PC-DECATUR	Public	10
00157200	Georgia Southern University	Public	10
00158000	MERCER UNIVERSITY	Private, Nonprofit	10
00159900	VALDOSTA STATE UNIVERSITY	Public	10
00169200	ILLINOIS STATE UNIVERSITY	Public	10
00177500	University of Illinois Urbana-Champaign	Public	10
00177600	University of Illinois at Chicago	Public	10
00180700	Indiana State University	Public	10
00180900	Indiana University - Bloomington	Public	10
00182200	INDIANA WESLEYAN UNIVERSITY	Private, Nonprofit	10
00182500	PURDUE UNIVERSITY	Public	10
00191700	BARCLAY COLLEGE	Private, Nonprofit	10
00194800	UNIVERSITY OF KANSAS	Public	10

00196200	UNIVERSITY OF THE CUMBERLANDS	Private, Nonprofit	10
00196800	KENTUCKY STATE UNIVERSITY	Public	10
00198900	University of Kentucky	Public	10
00199900	UNIVERSITY OF LOUISVILLE	Public	10
00200200	WESTERN KENTUCKY UNIVERSITY	Public	10
00201500	UNIVERSITY OF NEW ORLEANS (THE)	Public	10
00202400	SOUTHEASTERN LOUISIANA UNIVERSITY	Public	10
00210300	UNIVERSITY OF MARYLAND, COLLEGE PARK	Public	10
00219900	NORTHEASTERN UNIVERSITY	Private, Nonprofit	10
00221800	SUFFOLK UNIVERSITY	Private, Nonprofit	10
00224300	CENTRAL MICHIGAN UNIVERSITY	Public	10
00227000	Henry Ford College	Public	10
00227800	Lansing Community College	Public	10
00232300	University of Detroit Mercy	Private, Nonprofit	10
00236000	Minnesota State University, Mankato	Public	10
00239600	Alcorn State University	Public	10
00239700	Belhaven University	Private, Nonprofit	10
00242400	Mississippi Valley State University	Public	10
00244000	University of Mississippi	Public	10
00248000	LINDENWOOD UNIVERSITY	Private, Nonprofit	10
00250300	MISSOURI STATE UNIVERSITY	Public	10
00254000	College of Saint Mary	Private, Nonprofit	10
00256800	UNIVERSITY OF NEVADA, RENO	Public	10
00257900	New England College	Private, Nonprofit	10
00260700	FAIRLEIGH DICKINSON UNIVERSITY	Private, Nonprofit	10
00261300	NEW JERSEY CITY UNIVERSITY	Public	10
00262200	KEAN UNIVERSITY	Public	10
00263200	SETON HALL UNIVERSITY	Private, Nonprofit	10
00265700	NEW MEXICO STATE UNIVERSITY	Public	10
00266300	UNIVERSITY OF NEW MEXICO	Public	10
00267808	BRYANT & STRATTON COLLEGE - PARMA	Proprietary	10
00267813	Bryant & Stratton College - Milwaukee Downtown	Proprietary	10
00277700	MEDAILLE COLLEGE	Private, Nonprofit	10
00279000	Nyack College	Private, Nonprofit	10
00280600	ROCHESTER INSTITUTE OF TECHNOLOGY	Private, Nonprofit	10
00282300	Saint John's University	Private, Nonprofit	10
00283400	EXCELSIOR COLLEGE	Private, Nonprofit	10
00284200	SUNY COLLEGE AT BUFFALO	Public	10
00287200	MONROE COMMUNITY COLLEGE	Public	10
00287300	NASSAU COMMUNITY COLLEGE	Public	10
00292300	East Carolina University	Public	10
00296200	SHAW UNIVERSITY	Private, Nonprofit	10
00303000	OHIO CHRISTIAN UNIVERSITY	Private, Nonprofit	10
00303200	CLEVELAND STATE UNIVERSITY	Public	10
00304000	Cuyahoga Community College	Public	10
00304600	Franklin University	Private, Nonprofit	10
00314500	YOUNGSTOWN STATE UNIVERSITY	Public	10
00315700	LANGSTON UNIVERSITY	Public	10
00321600	PORTLAND STATE UNIVERSITY	Public	10
00325800	DUQUESNE UNIVERSITY OF THE HOLY SPIRIT	Private, Nonprofit	10
00327300	HARRISBURG AREA COMMUNITY COLLEGE	Public	10
00331500	BLOOMSBURG UNIVERSITY OF PENNSYLVANIA	Public	10
00331700	CHEYNEY UNIVERSITY OF PENNSYLVANIA	Public	10
00339400	WILKES UNIVERSITY	Private, Nonprofit	10
00344600	SOUTH CAROLINA STATE UNIVERSITY	Public	10
00347800	AUSTIN PEAY STATE UNIVERSITY	Public	10
00348000	Bethel University	Private, Nonprofit	10
00349400	Hiwassee College	Private, Nonprofit	10
00349700	KNOXVILLE COLLEGE	Private, Nonprofit	10
00350100	LEMOYNE-OWEN COLLEGE	Private, Nonprofit	10
00353006	University of Tennessee	Public	10
00357700	HUSTON - TILLOTSON UNIVERSITY	Private, Nonprofit	10
00358500	LON MORRIS COLLEGE	Private, Nonprofit	10
00359000	MCLENNAN COMMUNITY COLLEGE	Public	10
00359300	NAVARRO COLLEGE	Public	10
00359900	University of Texas Rio Grande Valley	Public	10
00360600	Sam Houston State University	Public	10
00361200	UNIVERSITY OF HOUSTON - DOWNTOWN	Public	10
00361500	Texas State University	Public	10
00362600	Tarrant County College District	Public	10
00363400	TEXAS STATE TECHNICAL COLLEGE	Public	10

00364400	Texas Tech University	Public	10
00365200	UNIVERSITY OF HOUSTON	Public	10
00365600	UNIVERSITY OF TEXAS AT ARLINGTON	Public	10
00366100	University of Texas at El Paso	Public	10
00369200	Norwich University	Private, Nonprofit	10
00372700	Northern Virginia Community College	Public	10
00373500	VIRGINIA COMMONWEALTH UNIVERSITY	Public	10
00375200	VIRGINIA INTERMONT COLLEGE	Private, Nonprofit	10
00379800	UNIVERSITY OF WASHINGTON	Public	10
00380000	WASHINGTON STATE UNIVERSITY	Public	10
00393803	INTER AMERICAN UNIVERSITY OF PUERTO RICO - SAN GERMAN CAMPUS	Private, Nonprofit	10
00394100	Universidad Ana G. Mndez - Carolina Campus	Private, Nonprofit	10
00396500	BAY STATE COLLEGE	Proprietary	10
00398500	ORAL ROBERTS UNIVERSITY	Private, Nonprofit	10
00399100	GREENVILLE TECHNICAL COLLEGE	Public	10
00407200	NORTHWOOD UNIVERSITY	Private, Nonprofit	10
00449200	WATTERSON COLLEGE	Proprietary	10
00464201	GLOBE UNIVERSITY - EAU CLAIRE	Proprietary	10
00484400	WAKE TECHNICAL COMMUNITY COLLEGE	Public	10
00485200	Clark State College	Public	10
00489807	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - CARLSLE	Proprietary	10
00492500	HORRY GEORGETOWN TECHNICAL COLLEGE	Public	10
00494700	WEST TENNESSEE BUSINESS COLLEGE	Proprietary	10
00554100	Minnesota State Community and Technical College	Public	10
00575300	OWENS COMMUNITY COLLEGE	Public	10
00696100	JEFFERSON COMMUNITY AND TECHNICAL COLLEGE	Public	10
00729701	WESTWOOD COLLEGE OF TECHNOLOGY - O'HARE	Proprietary	10
00737200	AUSTIN'S SCHOOL OF SPA TECHNOLOGY	Proprietary	10
00743000	ANTONELLI INSTITUTE	Proprietary	10
00743700	PITTSBURGH TECHNICAL COLLEGE	Private, Nonprofit	10
00754900	COVNE COLLEGE	Proprietary	10
00758604	REMINGTON COLLEGE-LARGO CAMPUS	Private, Nonprofit	10
00758605	REMINGTON COLLEGE-JACKSONVILLE CAMPUS	Private, Nonprofit	10
00760500	ACADEMY PACIFIC TRAVEL COLLEGE	Proprietary	10
00764800	DENVER TECHNICAL COLLEGE	Proprietary	10
00768600	SOUTHERN UNIVERSITY AT SHREVEPORT - BOSSIER CITY	Public	10
00783200	LINCOLN TECHNICAL INSTITUTE - PHILADELPHIA	Proprietary	10
00812300	ADVANCED CAREER TRAINING	Proprietary	10
00831000	AUBURN UNIVERSITY MONTGOMERY	Public	10
00869407	RASMUSSEN COLLEGE - BLOOMINGTON	Proprietary	10
00869411	RASMUSSEN COLLEGE - NEW PORT RICHEY	Proprietary	10
00869413	RASMUSSEN COLLEGE - FORT MYERS	Proprietary	10
00903200	EMPIRE COLLEGE	Proprietary	10
00903400	CATHERINE COLLEGE	Proprietary	10
00907700	UTICA SCHOOL OF COMMERCE	Proprietary	10
00908200	INTERNATIONAL BUSINESS COLLEGE	Proprietary	10
00923000	WAYNE COUNTY COMMUNITY COLLEGE DISTRICT	Public	10
00926803	KELSEY - JENNY COLLEGE-	Private, Nonprofit	10
00943100	NATIONAL EDUCATION CENTER NATIONAL INSTITUTE OF TECHNOLOGY CAMPUS	Proprietary	10
00944700	WEBSTER CAREER COLLEGE	Proprietary	10
00974100	University of Texas at Dallas	Public	10
00976900	METROPOLITAN COLLEGE OF NEW YORK	Private, Nonprofit	10
00978400	NATIONAL EDUCATION CENTER-BAUDER COLLEGE CAMPUS	Proprietary	10
00991700	IVY TECH COMMUNITY COLLEGE OF INDIANA	Public	10
01003500	SOUTHERN COLLEGE	Proprietary	10
01011500	UNIVERSITY OF TEXAS AT SAN ANTONIO	Public	10
01014802	COLORADO TECHNICAL UNIVERSITY - DENVER BRANCH CAMPUS	Proprietary	10
01028600	SUNY EMPIRE STATE COLLEGE	Public	10
01034500	CINCINNATI STATE TECHNICAL & COMMUNITY COLLEGE	Public	10
01037200	ADELPHI BUSINESS COLLEGE	Proprietary	10
01046300	NATIONAL TECHNICAL SCHOOLS	Proprietary	10
01050300	WICHITA TECHNICAL INSTITUTE	Proprietary	10
01050900	Hallmark University	Private, Nonprofit	10
01055400	Concordia College Alabama	Private, Nonprofit	10
01072725	DEVRY UNIVERSITY - ARLINGTON	Proprietary	10
01084700	Miller-Motte College - Arizona Automotive Institute	Proprietary	10
01099800	PENNSYLVANIA INSTITUTE OF TECHNOLOGY	Private, Nonprofit	10
01121900	COLUMBIA SCHOOL OF BROADCASTING, HOME STUDY	Proprietary	10
01171900	Universidad Ana G. Mndez - Gurabo Campus	Private, Nonprofit	10
01174500	OHIO TECHNICAL COLLEGE	Proprietary	10
01181000	Taylor Business Institute	Proprietary	10

01191100	BRICK COMPUTER SCIENCE INSTITUTE	Proprietary	10
01191600	DRAKE BUSINESS SCHOOL	Private, Nonprofit	10
01201500	Austin Community College	Public	10
01202600	BELLUS ACADEMY	Proprietary	10
01242500	Stone Academy	Proprietary	10
01289600	North Coast College, The	Proprietary	10
01291200	MTI COLLEGE	Proprietary	10
01300500	OLYMPIAN ACADEMY OF COSMETOLOGY	Proprietary	10
01303904	SOUTH UNIVERSITY - WEST PALM BEACH CAMPUS	Proprietary	10
01303906	SOUTH UNIVERSITY - MONTGOMERY	Proprietary	10
01303907	SOUTH UNIVERSITY - COLUMBIA	Proprietary	10
01303908	SOUTH UNIVERSITY - TAMPA	Proprietary	10
02054300	TRUMBULL BUSINESS COLLEGE	Proprietary	10
02055100	HAWAII BUSINESS COLLEGE	Proprietary	10
02060900	BROWN COLLEGE OF COURT REPORTING	Proprietary	10
02065501	BROOKS COLLEGE - SUNNYVALE	Proprietary	10
02066200	New School, The	Private, Nonprofit	10
02092400	RIDLEY-LOWELL SCHOOL OF BUSINESS	Proprietary	10
02098300	WESTERN TECHNICAL COLLEGE	Proprietary	10
02100612	Carrington College - New Mexico	Proprietary	10
02104000	HARRIS SCHOOL OF BUSINESS	Proprietary	10
02113602	AMERICAN INTERCONTINENTAL UNIVERSITY - LONDON	Proprietary	10
02113610	AMERICAN INTERCONTINENTAL UNIVERSITY - HOUSTON	Proprietary	10
02120600	SAVBROOK UNIVERSITY	Private, Nonprofit	10
02128300	INSTITUTE FOR BUSINESS & TECHNOLOGY	Proprietary	10
02128301	INSTITUTE FOR BUSINESS & TECHNOLOGY - NATIONAL CAREER EDUCATION	Proprietary	10
02147400	CLEVELAND CHIROPRACTIC COLLEGE	Private, Nonprofit	10
02151906	KEISER UNIVERSITY - LAKELAND	Private, Nonprofit	10
02151908	KEISER UNIVERSITY - MIAMI CAMPUS	Private, Nonprofit	10
02152700	CENTER FOR THE MEDIA ARTS	Proprietary	10
02157800	AMERICAN HI-TECH BUSINESS TECHNOLOGY	Proprietary	10
02158417	Harrison College - Columbus, OH	Proprietary	10
02160700	WILFRED ACADEMY OF HAIR DESIGN & BEAUTY CULTURE	Proprietary	10
02165400	TRAINCO BUS SCHOOL	Proprietary	10
02178500	Eagle Gate College	Proprietary	10
02179908	Argosy University - San Francisco Bay Area	Proprietary	10
02179913	Argosy University - Seattle	Proprietary	10
02179921	Argosy University - Schaumburg	Proprietary	10
02188400	SIERRA VALLEY COLLEGE OF COURT REPORTING	Proprietary	10
02216800	CALIFORNIA INSTITUTE	Proprietary	10
02219600	OMEGA INSTITUTE	Proprietary	10
02234200	KEYSTONE TECHNICAL INSTITUTE	Proprietary	10
02241400	BARCLAY CAREER SCHOOL	Proprietary	10
02261301	NATIONAL INSTITUTE OF TECHNOLOGY - HOUSTON GALLERIA	Private, Nonprofit	10
02270200	INTERNATIONAL AVIATION AND TRAVEL ACADEMY	Proprietary	10
02275100	Concorde Career Institute	Proprietary	10
02284300	INTERACTIVE COLLEGE OF TECHNOLOGY	Proprietary	10
02284700	CHICAGO INSTITUTE OF TECHNOLOGY	Proprietary	10
02295200	UNITED SCHOOLS	Proprietary	10
02295900	AMERICAN CAREER TRAINING TRAVEL SCHOOL	Proprietary	10
02305803	FLORIDA CAREER COLLEGE - HIALEAH	Proprietary	10
02312400	LA COLLEGE INTERNATIONAL	Proprietary	10
02317800	American Institute of Trucking	Proprietary	10
02320900	Tidewater Tech	Proprietary	10
02321901	ITT TECHNICAL INSTITUTE - SANTA CLARA	Proprietary	10
02326800	MERIDIAN COLLEGE	Proprietary	10
02330100	Pioneer Pacific College	Proprietary	10
02334200	SOUTHEASTERN ACADEMY	Proprietary	10
02334402	CENTURA COLLEGE - NEWPORT NEWS	Proprietary	10
02339800	SOUTHERN INSTITUTE OF COSMETOLOGY	Proprietary	10
02340500	ST. LOUIS COLLEGE OF HEALTH CAREERS	Proprietary	10
02353200	AMERICAN BUSINESS INSTITUTE (CLOSED)	Proprietary	10
02360800	Provo College	Proprietary	10
02532101	BUSINESS COMPUTER TRAINING INSTITUTE - SEATTLE	Proprietary	10
02546400	MTI Business College	Proprietary	10
02559310	UNITED EDUCATION INSTITUTE - WEST COVINA	Proprietary	10
02572008	Vista College - Besuamont	Proprietary	10
02577900	SANTA BARBARA BUSINESS COLLEGE	Proprietary	10
02581200	CC'S COSMETOLOGY COLLEGE	Proprietary	10
02584400	NEW ENGLAND TRACTOR TRAILER TRAINING SCHOOL OF MASSACHUSETTS	Proprietary	10
02596500	ATI- CAREER TRAINING CENTER	Proprietary	10

02599714	Vatterott College - ex'treme Institute by Nelly	Proprietary	10
02599718	Vatterott College - L'Ecole Culinaire	Proprietary	10
02609500	Career Training Academy	Proprietary	10
02612800	LOS ANGELES RECORDING SCHOOL	Proprietary	10
02614901	SANFORD-BROWN INSTITUTE - SPRINGFIELD	Proprietary	10
02617200	AMERICAN COLLEGE	Proprietary	10
02621500	CAREER COLLEGE OF NORTHERN NEVADA	Proprietary	10
02622001	SOUTHWEST ACUPUNCTURE COLLEGE -ALBUQUERQUE	Proprietary	10
03006802	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE BOSTON	Proprietary	10
03010612	Virginia College - Golf Academy of America - Apopka	Proprietary	10
03010617	Virginia College - Greenville	Proprietary	10
03010618	Virginia College - Jacksonville	Proprietary	10
03010620	Virginia College - Charleston	Proprietary	10
03019800	PG HEALTH TRAINING CENTER	Proprietary	10
03027400	Avalon School of Cosmetology	Proprietary	10
03031408	SANFORD-BROWN COLLEGE - SAN ANTONIO	Proprietary	10
03031600	DPT BUSINESS SCHOOL	Proprietary	10
03044501	MARIC COLLEGE - PANORAMA CITY	Proprietary	10
03065400	PROFESSIONAL CAREERS INSTITUTE	Proprietary	10
03078000	MIAMI MEDIA SCHOOL	Proprietary	10
03079202	WESTWOOD COLLEGE - ATLANTA MIDTOWN	Proprietary	10
03083700	Galen Health Institutes	Proprietary	10
03091300	REGENT UNIVERSITY	Private, Nonprofit	10
03113104	MARIC COLLEGE - LOS ANGELES	Proprietary	10
03122600	EASTERN INTERNATIONAL COLLEGE	Proprietary	10
03126401	CENTURA COLLEGE - WEST	Proprietary	10
03162302	FOUR-D COLLEGE - VICTORVILLE	Proprietary	10
03173300	ATLANTA'S JOHN MARSHALL LAW SCHOOL	Proprietary	10
03275300	COSMETOLOGY CAREER INSTITUTE	Proprietary	10
03294303	BLUE CLIFF COLLEGE - LAFAYETTE	Proprietary	10
03367400	COMMUNITY CARE COLLEGE	Proprietary	10
03416500	Chicago School of Professional Psychology - College of Nursing	Private, Nonprofit	10
03427500	UNIVERSITY OF ANTELOPE VALLEY	Proprietary	10
03445500	FAYETTE BEAUTY ACADEMY	Proprietary	10
03479300	PCI College	Proprietary	10
03513400	APEX SCHOOL OF THEOLOGY	Private, Nonprofit	10
03639300	WEST COAST ULTRASOUND INSTITUTE	Proprietary	10
03750300	PROSPECT COLLEGE	Proprietary	10
03786300	ADVANCED COLLEGE	Proprietary	10
03838500	NORTHWEST CAREER COLLEGE	Proprietary	10
03852500	CIT COLLEGE OF INFOMEDICAL TECHNOLOGY	Proprietary	10
03910400	NATIONAL POLYTECHNIC COLLEGE	Proprietary	10
03915300	Career Quest Learning Centers	Proprietary	10
03959400	CENTURA INSTITUTE	Proprietary	10
03969601	UEI COLLEGE-RIVERSIDE	Proprietary	10
04038300	ATA COLLEGE	Proprietary	10
04057300	ASHER COLLEGE	Proprietary	10
04115700	REGINA'S COLLEGE OF BEAUTY	Proprietary	10
04124500	MYCOMPUTERCAREER.COM/TECHSKILLS	Proprietary	10
04131700	SOUTHWEST UNIVERSITY AT EL PASO	Proprietary	10
04143100	PROFESSIONAL HANDS INSTITUTE	Proprietary	10
04147700	Lake Lanier School of Massage	Proprietary	10
04150000	CENTRAL NURSING COLLEGE	Proprietary	10
04158700	HOLLYWOOD BEAUTY COLLEGE	Proprietary	10
04177200	Real Barbers College (The)	Proprietary	10
04189200	SALON PROFESSIONAL ACADEMY (THE)	Proprietary	10
04189300	ALLIED AMERICAN UNIVERSITY	Proprietary	10
04221800	Toni&Guy Hairdressing Academy	Proprietary	10
	All Other Schools with Less than 10 Ineligible Applications		12,650
TOTAL			137,410

Question. Please provide a breakdown of “total closed” borrower defense claims to date by institution.

Answer. An Excel file providing the requested data as of June 30, 2021, is enclosed.

Closed Borrower Defense Applications by Institution as of 06/30/2021

Note: Totals may not sum due to rounding.

OPEID	School Name	School Type	Rounded Closed Case Count
	No School Listed		2,640
02606202	Everest College	Private, Nonprofit	1,100
00149901	Everest University - Orlando South	Private, Nonprofit	870
02291504	ITT TECHNICAL INSTITUTE	Proprietary	760
02346200	WyoTech	Private, Nonprofit	370
00709100	EVEREST INSTITUTE	Private, Nonprofit	310
00723401	HEALD COLLEGE - HONOLULU	Proprietary	260
02098800	University of Phoenix	Proprietary	220
00809300	HEALD COLLEGE - FRESNO	Proprietary	180
02262300	HEALD COLLEGE	Private, Nonprofit	180
00723404	HEALD COLLEGE - CONCORD	Proprietary	160
00853200	HEALD COLLEGE - HAYWARD	Proprietary	160
00450700	ALTIERUS CAREER COLLEGE	Private, Nonprofit	150
00149904	Everest University - Tampa	Private, Nonprofit	140
00723405	HEALD COLLEGE - MILPITAS	Proprietary	140
00723410	HEALD COLLEGE - STOCKTON	Proprietary	130
01287302	WYOTECH - EVEREST COLLEGE	Proprietary	120
02593100	HEALD COLLEGE - ROSEVILLE	Proprietary	120
00915705	WyoTech - Blairsville	Proprietary	100
00747700	HEALD COLLEGE - RANCHO CORDOVA	Proprietary	90
00723402	HEALD COLLEGE - PORTLAND	Proprietary	80
01072700	DeVry University	Proprietary	80
03034000	HEALD COLLEGE - SALINAS	Proprietary	80
00814604	Everest University - Pompano	Private, Nonprofit	70
00982800	Altierus Career Education	Private, Nonprofit	70
02295000	EVEREST COLLEGE PHOENIX	Proprietary	70
01035602	EVEREST INSTITUTE - EAGAN	Proprietary	60
01206100	BRYMAN COLLEGE	Proprietary	60
00458600	Purdue University Global	Public	50
00723407	HEALD COLLEGE - MODESTO	Proprietary	50
00748100	SANFORD-BROWN COLLEGE	Proprietary	50
01151002	EVEREST INSTITUTE - EVEREST COLLEGE	Proprietary	50
02338700	MARINELLO SCHOOL OF BEAUTY	Proprietary	50
00926701	EVEREST COLLEGE - CHESAPEAKE	Private, Nonprofit	40
01102401	EVEREST COLLEGE - CHICAGO	Proprietary	40
02300103	EVEREST COLLEGE - EVERETT	Private, Nonprofit	40
02300105	EVEREST COLLEGE - EARTH CITY	Private, Nonprofit	40
03022600	LE CORDON BLEU COLLEGE OF CULINARY ARTS	Proprietary	40
00149905	Everest University - Brandon	Private, Nonprofit	30
00153410	EVEREST UNIVERSITY - EVEREST COLLEGE - MILWAUKEE	Proprietary	30
00188100	ASHFORD UNIVERSITY	Proprietary	30
00754800	WESTWOOD COLLEGE - DENVER NORTH	Proprietary	30
00915706	WyoTech - West Sacramento Campus	Proprietary	30
00982804	Altierus Career Education - South Plainfield	Private, Nonprofit	30
01035601	EVEREST INSTITUTE - DECATUR	Proprietary	30
02113600	AMERICAN INTERCONTINENTAL UNIVERSITY	Proprietary	30
02121800	Everest University - Everest Institute - Miami	Private, Nonprofit	30
02237500	Las Vegas College	Proprietary	30
02261303	Altierus Career College - Houston Hobby	Private, Nonprofit	30
02300104	Altierus Career College - Tacoma	Private, Nonprofit	30

02599801	Everest University - Largo	Private, Nonprofit	30
03072700	WESTWOOD COLLEGE - LOS ANGELES	Proprietary	30
03771300	AMERICAN CAREER INSTITUTE	Proprietary	30
00145900	STRAYER UNIVERSITY	Proprietary	20
00449402	EVEREST COLLEGE - ONTARIO	Proprietary	20
00450303	Altierus Career College - Fort Worth South	Private, Nonprofit	20
00450701	EVEREST COLLEGE- EVEREST COLLEGE, AURORA	Private, Nonprofit	20
00450702	EVEREST COLLEGE- EVEREST COLLEGE, ARLINGTON	Private, Nonprofit	20
00747000	Art Institute of Pittsburgh (The)	Proprietary	20
00982801	EVEREST INSTITUTE- DEARBORN	Private, Nonprofit	20
01185802	EVEREST COLLEGE - BURR RIDGE	Private, Nonprofit	20
01185803	EVEREST COLLEGE - MELROSE PARK	Private, Nonprofit	20
02100401	EVEREST INSTITUTE - KALAMAZOO	Proprietary	20
02121801	EVEREST INSTITUTE - HIALEAH	Proprietary	20
02179907	Argosy University - Phoenix	Proprietary	20
02261302	EVEREST INSTITUTE - HOUSTON GREENSPPOINT	Private, Nonprofit	20
02263100	ANTHEM COLLEGE	Proprietary	20
02298501	EVEREST COLLEGE - FORT WORTH	Proprietary	20
02539100	Brightwood College	Proprietary	20
02591100	CAREER POINT COLLEGE	Proprietary	20
02617507	EVEREST COLLEGE - EVEREST INSTITUTE - BENSALEM	Private, Nonprofit	20
03003200	Everest University - Everest Institute - Kendall	Private, Nonprofit	20
03010600	Virginia College	Proprietary	20
04051311	Art Institute of Las Vegas (The)	Proprietary	20
00107400	Grand Canyon University	Proprietary	10
00112300	BROOKS INSTITUTE	Proprietary	10
00149902	Everest University - Melbourne	Private, Nonprofit	10
00149911	Everest University - Everest College - Merrionette Park	Private, Nonprofit	10
00907906	EVEREST COLLEGE- EVEREST INSTITUTE	Private, Nonprofit	10
00982803	EVEREST INSTITUTE - DETROIT	Private, Nonprofit	10
00982808	Altierus Career College - Atlanta	Private, Nonprofit	10
01014800	COLORADO TECHNICAL UNIVERSITY	Proprietary	10
01014805	COLORADO TECHNICAL UNIVERSITY - ON LINE	Proprietary	10
01162600	WESTWOOD COLLEGE - SOUTH BAY	Proprietary	10
02075400	DEVRY UNIVERSITY - DOWNERS	Proprietary	10
02223900	DRAKE COLLEGE OF BUSINESS	Proprietary	10
02313900	WESTWOOD COLLEGE - O'HARE AIRPORT	Proprietary	10
02590900	WRIGHT CAREER COLLEGE	Private, Nonprofit	10
02596600	ATI CAREER TRAINING CENTER	Proprietary	10
02617506	Altierus Career College - Tigard	Private, Nonprofit	10
03003201	EVEREST INSTITUTE - FT. LAUDERDALE	Proprietary	10
03076400	BRYMAN SCHOOL OF ARIZONA (THE)	Proprietary	10
03267300	Capella University	Proprietary	10
03832300	DADE MEDICAL COLLEGE	Proprietary	10
All Other Schools with Less than 10 Closed Applications			1,730
TOTAL			11,960

Question. How many schools are being investigated for misconduct due to borrower defense claims filed by their students?

Answer. The Department does not comment on deliberative, preliminary, or ongoing investigative work, including disclosing a number or list of institutions that may be subject to such work until the outcomes of any investigations have been issued to the institutions or entities. Nevertheless, the Department notes that it has opened numerous investigations in 2021 and will be holding schools accountable where appropriate. For schools with findings of misrepresentation or misconduct, the Department will use evidence in connection with our borrower defense fact-finding process.

Question. Please provide a list of for-profit colleges for which the Department is aware of pending state or Federal investigations or lawsuits—and the corresponding state or Federal entities.

Answer. The Department does not maintain a formal list of for-profit colleges with pending state or Federal investigations or lawsuits. However, the Department collaborates closely with law enforcement partners where appropriate and requests evidence and input when their investigations of for-profit colleges result in evidence that the Department may consider in connection with its efforts to hold schools accountable.

Question. For how many borrowers whose borrower defense applications have been approved has the Department or its agents made corrected reports to credit reporting agencies? What percentage?

Answer. FSA requires our vendors to remove the credit tradeline for any loans that are approved for 100 percent borrower defense relief.

Question. How many and which institutions is the Department currently investigating for purposes of making findings related to borrower defense?

Answer. The Department does not comment on deliberative, preliminary, or ongoing investigative work, including disclosing a number or list of institutions that may be subject to such work until the outcomes of any investigations have been issued to the institutions or entities. To the extent that a Department investigation results in obtaining evidence that may be relevant to borrower defense claims, the evidence will be given to FSA's Borrower Defense Group for use in its fact-finding process. Additionally, the Department is in the process of increasing staffing within FSA's Investigations Group to advance these efforts.

Question. Since the 2014 collapse and 2015 bankruptcy of Corinthian Colleges, Inc., many for-profit colleges have followed suit—closing their doors as part of a planned teach-out or shuttering precipitously. In these cases, students are eligible for Federal closed school discharges. Many are also eligible for Federal student loan discharges through the Higher Education Act's borrower defense provision as a result of their institution's fraud and misconduct. We cannot let students be left holding the bag. At the same time, the Department's enforcement failures, failures to hold accreditors accountable, attempts to roll back the Gainful Employment and Borrower Defense rules—including provisions allowing students to hold institutions directly accountable in court for misconduct—mean that taxpayers are ultimately on the hook.

Please provide the cumulative cost of approved closed school and borrower defense discharges (including automatic closed school discharges under the 2016 Borrower Defense rule) associated with for-profit colleges since 2014.

Answer. As of June 30, 2021, the cumulative effectuated closed school and borrower defense discharges amount is approximately \$2.2 billion. This includes almost \$1.1 billion in borrower defense discharges and more than \$1.1 billion in closed school discharges, including automatic closed school discharges. The Department is continuing to process the discharges of the roughly 91,800 borrower defense approvals that have been announced in press releases in recent months.

Question. Please provide the cumulative amount that the Department has recouped from institutions for closed school discharge costs associated with for-profit colleges since 2014.

Answer. The Department's recoupment of loan discharge liabilities is a trailing process which follows the Department's quantification of actual discharged loan amounts and assertion of liabilities. In general, when an institution closes, it is required to submit a "Close-Out Audit" report to the Department. When FSA resolves a close-out audit, it quantifies closed school loan discharges and asserts liabilities in the final audit determination for the close-out audit report. FSA may also pursue additional recovery of liabilities arising after the close-out audit is resolved. In all cases, the Department must provide institutions with appeal rights to challenge asserted liabilities and the Department does not pursue collections while an appeal is pending. In addition, the circumstances of some school closures may require the Department to pursue recoveries through protracted bankruptcy proceedings. To that end, the Department has recouped more than \$10.4 million from institutions for closed school discharge costs associated with for-profit colleges since 2014.

Question. Please provide the cumulative amount that the Department has recouped from institutions for borrower defense discharge costs associated with for-profit colleges since 2014.

Answer. The Department has not recouped any costs associated with borrower defense discharges from institutions. All approved claims to date relate to closed schools.

Question. According to the April 2021 borrower defense report, the Department currently has nearly 108,000 pending borrower defense claims. Please provide:

The average length of time the 108,000 claims have been pending;

Answer. The average length of time that all applications have been pending as of June 30, 2021, is 748 days. This is not specific to the 108,000 claims referenced, but rather the total number of pending applications, which includes those in the Awaiting Adjudication and Pending Notification categories, as of June 30, 2021.

Question. The percentage of pending claims related to for-profit institutions (including institutions that have been for-profit institutions within the past 10 years), public institutions, and private not-for-profit institutions respectively;

Answer. As of June 30, 2021, 88 percent of total pending applications were related to for-profit institutions; 4 percent were related to public institutions; and 8 percent were related to private not-for-profit institutions. A small number of applications

(less than 1 percent) include those without a school assigned and those involving foreign institutions.

Question. A breakdown of the 108,000 pending claims by institution; and

Answer. An Excel file providing the requested data as of June 30, 2021, is enclosed. Please note that institutions may appear on the list several times because the data was pulled based on the institutions' 8-digit OPEID.

Pending Borrower Defense Applications* by Institution as of 06/30/2021

Note: Totals may not sum due to rounding.

OPEID	School Name	School Type	Rounded Pending Case Count
02291504	ITT TECHNICAL INSTITUTE	Proprietary	28,880
01072700	DeVry University	Proprietary	11,020
02098800	University of Phoenix	Proprietary	8,200
04051311	Art Institute of Las Vegas (The)	Proprietary	2,300
00747000	Art Institute of Pittsburgh (The)	Proprietary	1,830
02539100	Brightwood College	Proprietary	1,740
00754800	WESTWOOD COLLEGE - DENVER NORTH	Proprietary	1,470
02338700	MARINELLO SCHOOL OF BEAUTY	Proprietary	1,340
00149901	Everest University - Orlando South	Private, Nonprofit	1,320
00748100	SANFORD-BROWN COLLEGE	Proprietary	1,280
02606202	Everest College	Private, Nonprofit	1,250
00458600	Purdue University Global	Public	1,220
00188100	ASHFORD UNIVERSITY	Proprietary	1,080
04143500	CHARLOTTE SCHOOL OF LAW	Proprietary	1,010
02504200	WALDEN UNIVERSITY	Proprietary	930
00149904	Everest University - Tampa	Private, Nonprofit	920
01014800	COLORADO TECHNICAL UNIVERSITY	Proprietary	890
03072700	WESTWOOD COLLEGE - LOS ANGELES	Proprietary	890
02113600	AMERICAN INTERCONTINENTAL UNIVERSITY	Proprietary	830
00107400	Grand Canyon University	Proprietary	780
00723603	ARGOSY UNIVERSITY - THE ART INSTITUTE OF CALIFORNIA - LOS ANGELES	Proprietary	780
03022600	LE CORDON BLEU COLLEGE OF CULINARY ARTS	Proprietary	640
00464600	MINNESOTA SCHOOL OF BUSINESS	Proprietary	630
03267300	Capella University	Proprietary	600
02179907	Argosy University - Phoenix	Proprietary	530
02346200	WyoTech	Private, Nonprofit	520
03010600	Virginia College	Proprietary	520
03125400	Argosy University - The Art Institute of California - Hollywood	Proprietary	500
01258400	Illinois Institute of Art (The)	Proprietary	480
00450700	ALTIERUS CAREER COLLEGE	Private, Nonprofit	470
02313900	WESTWOOD COLLEGE - O'HARE AIRPORT	Proprietary	470
02327600	Argosy University - The Art Institute of California - San Diego	Proprietary	460
00466600	American College for Medical Careers	Proprietary	440
02223900	DRAKE COLLEGE OF BUSINESS	Proprietary	440
00835000	Art Institute of Philadelphia (The) -	Proprietary	430
00853200	HEALD COLLEGE - HAYWARD	Proprietary	430
02590900	WRIGHT CAREER COLLEGE	Private, Nonprofit	430
00709100	EVEREST INSTITUTE	Private, Nonprofit	420
01303900	South University	Proprietary	420
02075400	DEVRY UNIVERSITY - DOWNERS	Proprietary	420
00464200	GLOBE UNIVERSITY	Proprietary	410
01019500	Art Institute of Fort Lauderdale (The)	Proprietary	410
03079200	WESTWOOD COLLEGE - DUPAGE	Proprietary	410
00723404	HEALD COLLEGE - CONCORD	Proprietary	370
00778100	Brightwood Career Institute	Proprietary	370
00367400	Stevens Henager College	Private, Nonprofit	360
00748600	NEW ENGLAND INSTITUTE OF ART (THE)	Proprietary	360
02596600	ATI CAREER TRAINING CENTER	Proprietary	340
00723405	HEALD COLLEGE - MILPITAS	Proprietary	330
00927000	Art Institute of Atlanta (The)	Proprietary	330
00814604	Everest University - Pompano	Private, Nonprofit	320
00941200	Fortis College	Proprietary	320
01048900	AMERICAN NATIONAL UNIVERSITY	Proprietary	320
02078900	Art Institute of Colorado (The)	Proprietary	320
00512727	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC CINCINNATI	Proprietary	310
00747700	HEALD COLLEGE - RANCHO CORDOVA	Proprietary	300
02179900	Argosy University	Proprietary	290
02262300	HEALD COLLEGE	Private, Nonprofit	290
02609200	Vatterott College	Proprietary	290
00145900	STRAYER UNIVERSITY	Proprietary	280
00723410	HEALD COLLEGE - STOCKTON	Proprietary	280
02599801	Everest University - Largo	Private, Nonprofit	280
03034000	HEALD COLLEGE - SALINAS	Proprietary	280
00809300	HEALD COLLEGE - FRESNO	Proprietary	270
00844300	ITT TECHNICAL INSTITUTE - SEATTLE	Proprietary	270
02074000	BRANFORD HALL CAREER INSTITUTE	Proprietary	270

02291300	Art Institute of Seattle (The)	Proprietary	270
02295000	EVEREST COLLEGE PHOENIX	Proprietary	270
02525600	ART INSTITUTE OF NEW YORK CITY (THE)	Proprietary	270
03084602	Art Institute of Phoenix (The) - Art Institute of Las Vegas (The)	Proprietary	270
01258401	Illinois Institute of Art (The) - The IL Institute of Art - Schaumburg	Proprietary	260
02593100	HEALD COLLEGE - ROSEVILLE	Proprietary	260
02110500	Miami International University of Art & Design - Art Inst of Charlotte	Proprietary	250
00793800	LINCOLN COLLEGE OF TECHNOLOGY	Proprietary	240
01103100	TECHNICAL CAREER INSTITUTES	Proprietary	240
02362100	FULL SAIL UNIVERSITY	Proprietary	240
03416300	COMPUTER SYSTEMS INSTITUTE	Proprietary	240
00405700	NATIONAL AMERICAN UNIVERSITY	Proprietary	230
01024800	ART INSTITUTES INTERNATIONAL MINNESOTA (THE)	Proprietary	220
02596500	ATI- CAREER TRAINING CENTER	Proprietary	220
00927002	Art Institute of Atlanta (The) - Art Institute of Washington (The)	Proprietary	210
01248200	ATI TECHNICAL TRAINING CENTER	Proprietary	210
02616203	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC FINDLAY	Proprietary	210
00458300	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC SOUTH BEND	Proprietary	200
00723401	HEALD COLLEGE - HONOLULU	Proprietary	200
00781900	Art Institute of Portland (The)	Proprietary	200
02152100	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - MIAMI-JACOBS CAREER COLLEGE	Proprietary	200
03072701	WESTWOOD COLLEGE - LOS ANGELES - RIVER OAKS	Proprietary	200
00842500	DAYMAR COLLEGE	Proprietary	190
01014805	COLORADO TECHNICAL UNIVERSITY - ON LINE	Proprietary	190
02179948	Argosy University - The Art Institute of California - Inland Empire	Proprietary	190
03427400	CAREER COLLEGES OF AMERICA	Proprietary	190
00887800	Miami International University of Art & Design	Proprietary	180
02117100	Art Institute of Houston (The)	Proprietary	180
03072702	WESTWOOD COLLEGE - CHICAGO LOOP	Proprietary	180
02151900	KEISER UNIVERSITY	Private, Nonprofit	170
02559316	(UNITED EDUCATION INSTITUTE) - UEI JACKSONVILLE	Proprietary	170
00927003	Art Institute of Atlanta (The) - Art Institute of Tennessee-Nashville	Proprietary	160
00982800	Alherus Career Education	Private, Nonprofit	160
01258405	Illinois Institute of Art (The) - The Art Institute of Michigan	Proprietary	160
01258406	ILLINOIS INSTITUTE OF ART (THE) - THE ART INSTITUTE OF OHIO-CINCINNATI	Proprietary	160
02363100	ANTHEM COLLEGE	Proprietary	160
02591100	CAREER POINT COLLEGE	Proprietary	160
00739800	KATHARINE GIBBS SCHOOL	Proprietary	150
00915705	WyoTech - Blainville	Proprietary	150
04131400	Arizona Summit Law School	Proprietary	150
02075700	Briardiffe College	Proprietary	140
02104000	HARRIS SCHOOL OF BUSINESS	Proprietary	140
02559300	UNITED EDUCATION INSTITUTE	Proprietary	140
02590904	WRIGHT BUSINESS SCHOOL - WRIGHT CAREER COLLEGE	Private, Nonprofit	140
03771300	AMERICAN CAREER INSTITUTE	Proprietary	140
04051304	Art Institute of Phoenix (The) - Art Institute of Indianapolis (The)	Proprietary	140
01115900	SAWYER SCHOOL (THE)	Proprietary	130
01206100	BRYMAN COLLEGE	Proprietary	130
02179902	Argosy University - Atlanta	Proprietary	130
00723402	HEALD COLLEGE - PORTLAND	Proprietary	120
00887806	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INST JACKSONVILLE	Proprietary	120
00979500	MISSOURI COLLEGE	Proprietary	120
01287302	WYOTEC - EVEREST COLLEGE	Proprietary	120
02179944	Argosy University - The Art Institute of California - Orange County	Proprietary	120
02313901	WESTWOOD COLLEGE - O'HARE AIRPORT - DALLAS	Proprietary	120
03480301	FORTIS COLLEGE - FORTIS INSTITUTE	Proprietary	120
03969600	UEI COLLEGE	Proprietary	120
00112300	BROOKS INSTITUTE	Proprietary	110
00493400	Hussian College - Daymar College Clarksville	Proprietary	110
00734100	INTERNATIONAL BEAUTY SCHOOL	Proprietary	110
01019800	ECPI UNIVERSITY	Proprietary	110
01162600	WESTWOOD COLLEGE - SOUTH BAY	Proprietary	110
02151100	ATI COLLEGE OF HEALTH	Proprietary	110
02237500	Las Vegas College	Proprietary	110
00149902	Everest University - Melbourne	Private, Nonprofit	100
00149905	Everest University - Brandon	Private, Nonprofit	100
00267800	BRYANT & STRATTON COLLEGE	Proprietary	100
00337100	TEMPLE UNIVERSITY	Public	100
00461900	Sullivan University	Proprietary	100
00754801	WESTWOOD COLLEGE - DENVER SOUTH	Proprietary	100
00887805	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INST. OF TAMPA	Proprietary	100

00927004	Art Institute of Atlanta (The) - The Art Institute of Charleston	Proprietary	100
00945103	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC TUCSON	Proprietary	100
00977700	KAPLAN COLLEGE	Proprietary	100
00991700	IVY TECH COMMUNITY COLLEGE OF INDIANA	Public	100
01031900	Fortis Institute - Towson	Proprietary	100
01151002	EVEREST INSTITUTE - EVEREST COLLEGE	Proprietary	100
02053000	LIBERTY UNIVERSITY	Private, Nonprofit	100
02117102	ART INSTITUTE OF HOUSTON (THE) - THE ART INSTITUTE OF AUSTIN	Proprietary	100
02171500	WESTERN INTERNATIONAL UNIVERSITY	Proprietary	100
02208000	Lincoln College of Technology - West Palm	Proprietary	100
02497300	Milan Institute	Proprietary	100
03079201	WESTWOOD COLLEGE - FORT WORTH	Proprietary	100
03395307	ICDC College	Proprietary	100
00461800	Sullivan University - Dupont Circle	Proprietary	90
00638500	CHAMBERLAIN UNIVERSITY	Proprietary	90
00675501	BROWN MACKIE COLLEGE	Proprietary	90
00739400	BERKELEY COLLEGE	Proprietary	90
00748800	KAPLAN CAREER INSTITUTE	Proprietary	90
02121800	Everest University - Everest Institute - Miami	Private, Nonprofit	90
02134500	LA' JAMES INTERNATIONAL COLLEGE	Proprietary	90
02179943	Argosy University - The Art Institute of California - San Francisco	Proprietary	90
02179945	Argosy University - The Art Institute of California - Sacramento	Proprietary	90
02263102	ANTHEM COLLEGE - ST. LOUIS PARK	Proprietary	90
02283800	BEAUTY SCHOOLS OF AMERICA	Proprietary	90
02332800	Center for Employment Training	Private, Nonprofit	90
02532100	BUSINESS CAREER TRAINING INSTITUTE	Proprietary	90
02557800	ART INSTITUTE OF YORK (THE) - PENNSYLVANIA	Proprietary	90
03099800	ILLINOIS SCHOOL OF HEALTH CAREERS	Proprietary	90
03549300	Ultimate Medical Academy	Private, Nonprofit	90
00491001	Brightwood Career Institute - Philadelphia	Proprietary	80
00675500	BROWN MACKIE COLLEGE (THE -)	Proprietary	80
00716400	BRYAN UNIVERSITY	Proprietary	80
00753100	ACADEMY OF ART UNIVERSITY	Proprietary	80
00754802	WESTWOOD COLLEGE - ANAHEIM	Proprietary	80
00754803	WESTWOOD COLLEGE - INLAND EMPIRE	Proprietary	80
00754805	WESTWOOD COLLEGE - HOUSTON SOUTH	Proprietary	80
00832200	DEVRY INSTITUTE OF TECHNOLOGY	Proprietary	80
00888700	Concorde Career College	Proprietary	80
00915706	WyoTech - West Sacramento Campus	Proprietary	80
00931302	DAYMAR COLLEGE - LOUISVILLE	Proprietary	80
02065500	BROOKS COLLEGE	Proprietary	80
02174900	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - COLLINS COLLEGE	Proprietary	80
02305800	FLORIDA CAREER COLLEGE	Proprietary	80
02326203	Brightwood College - Charlotte	Proprietary	80
02351901	Brightwood College - Bakersfield	Proprietary	80
02594300	CollegeAmerica Denver	Private, Nonprofit	80
02614900	SANFORD-BROWN INSTITUTE	Proprietary	80
03003200	Everest University - Everest Institute - Kendall	Private, Nonprofit	80
03006800	LE CORDON BLEU INSTITUTE OF CULINARY ARTS	Proprietary	80
03148300	AMERICAN BEAUTY ACADEMY	Proprietary	80
03339400	WESTERN GOVERNORS UNIVERSITY	Private, Nonprofit	80
03390300	LINCOLN TECHNICAL INSTITUTE	Proprietary	80
03804400	Gwinnett College	Proprietary	80
00238300	CROWN COLLEGE	Private, Nonprofit	70
00258000	Southern New Hampshire University	Private, Nonprofit	70
00467300	Baker College	Private, Nonprofit	70
00729600	Coleman University	Private, Nonprofit	70
00780400	STAR CAREER ACADEMY	Proprietary	70
00793804	LINCOLN COLLEGE OF TECHNOLOGY - GRAND PRAIRIE	Proprietary	70
02108200	ART INSTITUTES INTERNATIONAL MINNESOTA (THE) - BMC LOUISVILLE	Proprietary	70
02120700	SAN JOAQUIN VALLEY COLLEGE	Proprietary	70
02179901	Argosy University - Twin Cities	Proprietary	70
02241800	AMERICAN CAREER COLLEGE	Proprietary	70
02275100	Concorde Career Institute	Proprietary	70
02289802	KAPLAN CAREER INSTITUTE - KAPLAN COLLEGE	Proprietary	70
02306800	Miller-Motte College	Proprietary	70
02326303	FORTIS INSTITUTE - PALM SPRINGS CAMPUS	Proprietary	70
02538600	MIAMI INTERNATIONAL UNIVERSITY OF ART & DESIGN - ART INSTITUTE DALLAS	Proprietary	70
02559301	UNITED EDUCATION INSTITUTE - SAN BERNARDINO	Proprietary	70
02559309	United Education Institute - Chula Vista	Proprietary	70
03115802	Brightwood College - Laredo	Proprietary	70

03374300	FLORIDA COASTAL SCHOOL OF LAW	Proprietary	70
03493300	All-State Career	Proprietary	70
03545300	University of the Rockies	Proprietary	70
03819300	AMERICAN PUBLIC UNIVERSITY SYSTEM	Proprietary	70
03832300	DADE MEDICAL COLLEGE	Proprietary	70
04039300	Sullivan and Cogliano Training Centers	Proprietary	70
04051308	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - AKRON	Proprietary	70
00380700	MOUNTAIN STATE UNIVERSITY	Private, Nonprofit	60
00464604	MINNESOTA SCHOOL OF BUSINESS - ST. CLOUD	Proprietary	60
00489800	McCann School of Business & Technology	Proprietary	60
00736200	MEDTECH COLLEGE	Proprietary	60
00750700	GIBBS COLLEGE	Proprietary	60
00780401	STAR CAREER ACADEMY - STAR BRICK	Proprietary	60
00927005	ART INSTITUTE OF ATLANTA (THE) - ART INSTITUTE OF DECATUR	Proprietary	60
00946609	Brightwood College - Corpus Christi	Proprietary	60
00962100	HERZING UNIVERSITY	Private, Nonprofit	60
01085400	Thomas Jefferson School of Law	Private, Nonprofit	60
01102401	EVEREST COLLEGE - CHICAGO	Proprietary	60
01164700	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN	Proprietary	60
02158400	Harrison College	Proprietary	60
02179919	Argosy University - Dallas	Proprietary	60
02352200	LE CORDON BLEU COLLEGE OF CULINARY ARTS IN CHICAGO	Proprietary	60
02539102	Brightwood College - Riverside	Proprietary	60
02559303	UNITED EDUCATION INSTITUTE - SAN DIEGO	Proprietary	60
02559304	UNITED EDUCATION INSTITUTE - ONTARIO	Proprietary	60
02584200	NEWBRIDGE COLLEGE	Proprietary	60
02614201	Miller - Motte Technical College	Proprietary	60
03001200	MCCALLY SMITH COLLEGE OF MUSIC	Proprietary	60
03069500	SAGE COLLEGE	Proprietary	60
03071801	ITT TECHNICAL INSTITUTE - EVERETT	Proprietary	60
03077800	ROSS COLLEGE-CANTON	Proprietary	60
03079202	WESTWOOD COLLEGE - ATLANTA MIDTOWN	Proprietary	60
03085200	HARRISON CAREER INSTITUTE	Proprietary	60
03095500	ASA COLLEGE	Proprietary	60
03096300	FORTIS INSTITUTE	Proprietary	60
03115803	Brightwood College - Beaumont	Proprietary	60
03196300	Lincoln Technical Institute - Somerville	Proprietary	60
03358300	ALLEN SCHOOL	Proprietary	60
03409500	Chester Career College	Proprietary	60
04037300	LOS ANGELES FILM SCHOOL (THE)	Proprietary	60
04051309	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - N. KENTUCKY	Proprietary	60
04051310	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - MIAMI	Proprietary	60
00158300	MORRIS BROWN COLLEGE	Private, Nonprofit	50
00266700	DOWLING COLLEGE	Private, Nonprofit	50
00319100	CONCORDIA UNIVERSITY	Private, Nonprofit	50
00450701	EVEREST COLLEGE- EVEREST COLLEGE, AURORA	Private, Nonprofit	50
00450702	EVEREST COLLEGE- EVEREST COLLEGE, ARLINGTON	Private, Nonprofit	50
00748801	KAPLAN CAREER INSTITUTE - KAPLAN CAREER INSTITUTE - BOSTON	Proprietary	50
00754700	LINCOLN COLLEGE OF TECHNOLOGY - DENVER	Proprietary	50
00793600	Lincoln College of Technology - Columbia	Proprietary	50
00926701	EVEREST COLLEGE - CHESAPEAKE	Private, Nonprofit	50
00946607	Brightwood College - McAllen	Proprietary	50
00972200	Empire Beauty School	Proprietary	50
00974800	Carrington College	Proprietary	50
00982801	EVEREST INSTITUTE- DEARBORN	Private, Nonprofit	50
01031600	LINCOLN COLLEGE OF TECHNOLOGY - MELROSE PARK	Proprietary	50
01035601	EVEREST INSTITUTE - DECATUR	Proprietary	50
01049000	REGENCY BEAUTY INSTITUTE	Proprietary	50
01185802	EVEREST COLLEGE - BURR RIDGE	Private, Nonprofit	50
01289100	ANTONELLI COLLEGE	Proprietary	50
02116011	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - NEW YORK	Proprietary	50
02117104	ART INSTITUTE OF HOUSTON (THE) - THE ART INSTITUTE OF SAN ANTONIO	Proprietary	50
02121801	EVEREST INSTITUTE - HIALEAH	Proprietary	50
02155300	CHICAGO SCHOOL OF PROFESSIONAL PSYCHOLOGY	Private, Nonprofit	50
02179903	Argosy University - Washington D.C. Area	Proprietary	50
02179909	Argosy University - Tampa	Proprietary	50
02179932	Argosy University - Inland Empire	Proprietary	50
02202300	PITTSBURGH CAREER INSTITUTE	Proprietary	50
02289801	KAPLAN CAREER INSTITUTE - KAPLAN CAREER INSTITUTE	Proprietary	50
02296605	DEVRY UNIVERSITY - ADDISON	Proprietary	50
02300104	Altierus Career College - Tacoma	Private, Nonprofit	50

02306302	Brightwood College - Fresno	Proprietary	50
02312202	Brightwood College - Friendswood	Proprietary	50
02319300	COMPUTER LEARNING CENTER	Proprietary	50
02549005	Brightwood College - Palm Springs	Proprietary	50
02559305	UNITED EDUCATION INSTITUTE - ENCINO	Proprietary	50
02590903	WRIGHT BUSINESS SCHOOL - WRIGHT CAREER COLLEGE	Private, Nonprofit	50
02591905	Brightwood College - Brownsville	Proprietary	50
02599705	Vatterott College - Sunset Hills	Proprietary	50
02605501	REMINGTON COLLEGE - MOBILE	Private, Nonprofit	50
03010802	Fortis Institute - Birmingham	Proprietary	50
03026500	Remington College	Private, Nonprofit	50
03052200	COURT REPORTING INSTITUTE, INC	Proprietary	50
03062700	PLATT COLLEGE	Proprietary	50
03069302	WESTERN CAREER COLLEGE - FREMONT	Proprietary	50
03076400	BRYMAN SCHOOL OF ARIZONA (THE)	Proprietary	50
03272303	Brightwood College - Arlington	Proprietary	50
03424400	All-State Career - Fortis College - Houston South	Proprietary	50
03427401	CAREER COLLEGES OF AMERICA - SAN BERNARDINO	Proprietary	50
03513300	LACY COSMETOLOGY SCHOOL	Proprietary	50
03618300	INSTITUTE OF TECHNICAL ARTS	Proprietary	50
03813300	Northeastern University	Proprietary	50
04051333	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - BIRMINGHAM	Proprietary	50
04131900	FASTTRAIN OF MIAMI	Proprietary	50
00108100	ARIZONA STATE UNIVERSITY	Public	40
00132800	UNIVERSITY OF SOUTHERN CALIFORNIA	Private, Nonprofit	40
00140100	POST UNIVERSITY	Proprietary	40
00150900	Nova Southeastern University-Davie	Private, Nonprofit	40
00264900	SANTA FE UNIVERSITY OF ART AND DESIGN	Proprietary	40
00464601	MINNESOTA SCHOOL OF BUSINESS - BROOKLYN CENTER	Proprietary	40
00464606	MINNESOTA SCHOOL OF BUSINESS - BLAINE	Proprietary	40
00499203	Miller-Motte Technical College	Proprietary	40
00675508	BROWN MACKIE COLLEGE (THE) - BIRMINGHAM	Proprietary	40
00743700	PITTSBURGH TECHNICAL COLLEGE	Private, Nonprofit	40
00780402	STAR CAREER ACADEMY - STAR EGG HARBOR	Proprietary	40
00822100	Universal Technical Institute	Proprietary	40
00841700	STENOTYPE INSTITUTE OF JACKSONVILLE	Proprietary	40
00907906	EVEREST COLLEGE- EVEREST INSTITUTE	Private, Nonprofit	40
00927007	ART INSTITUTE OF ATLANTA (THE) - THE ART INSTITUTE OF VIRGINIA BEACH	Proprietary	40
00959100	COMPUTER LEARNING CENTERS, INC. LOS ANGELES	Proprietary	40
00982804	Alienus Career Education - South Plainfield	Private, Nonprofit	40
01021700	INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY - NASHVILLE	Proprietary	40
01072714	DEVRY UNIVERSITY - DECATUR	Proprietary	40
01086100	WEST VIRGINIA BUSINESS COLLEGE	Proprietary	40
01116600	Broadview College	Proprietary	40
01146000	National University - La Jolla	Private, Nonprofit	40
01157400	BAUDER COLLEGE	Proprietary	40
01303913	SOUTH UNIVERSITY - THE ART INSTITUTE OF FORT WORTH	Proprietary	40
02091702	Brightwood College - Chula Vista	Proprietary	40
02179908	Argosy University - San Francisco Bay Area	Proprietary	40
02179918	Argosy University - Sarasota	Proprietary	40
02179939	ARGOSY UNIVERSITY - THE ART INSTITUTE OF CALIFORNIA - SILICON VALLEY	Proprietary	40
02201802	KAPLAN COLLEGE - HAMMOND	Proprietary	40
02217100	PIMA MEDICAL INSTITUTE	Proprietary	40
02246000	Ross University, School of Medicine	Foreign	40
02261302	EVEREST INSTITUTE- HOUSTON GREENSPPOINT	Private, Nonprofit	40
02261303	Alienus Career College - Houston Hobby	Private, Nonprofit	40
02298501	EVEREST COLLEGE - FORT WORTH	Proprietary	40
02313902	WESTWOOD COLLEGE - O'HARE AIRPORT - ATLANTA NORTHLAKE	Proprietary	40
02559310	UNITED EDUCATION INSTITUTE - WEST COVINA	Proprietary	40
02576900	CHARTER COLLEGE	Proprietary	40
02599701	Vatterott College - Kansas City	Proprietary	40
02599710	Vatterott College - Vatterott Career College - Memphis	Proprietary	40
03067500	Institute of Technology	Proprietary	40
03079900	CITY COLLEGE	Proprietary	40
03115804	KAPLAN COLLEGE - LUBBOCK	Proprietary	40
03123900	SOUTHEASTERN COLLEGE	Proprietary	40
03232304	Lincoln Technical Institute - Lincoln	Proprietary	40
03380301	STAR CAREER ACADEMY - STAR PHILADELPHIA	Proprietary	40
03380303	STAR CAREER ACADEMY - STAR CLIFTON	Proprietary	40
03693300	CARNEGIE CAREER COLLEGE	Private, Nonprofit	40
03903500	SOUTHERN TECHNICAL COLLEGE	Proprietary	40

04051312	ART INSTITUTE OF PHOENIX (THE) - BROWN MACKIE COLLEGE - MICHIGAN CITY	Proprietary	40
04132000	FASTTRAIN OF FORT LAUDERDALE	Proprietary	40
00146600	BARRY UNIVERSITY	Private, Nonprofit	30
00148400	FLORIDA STATE COLLEGE AT JACKSONVILLE	Public	30
00174600	Roosevelt University - State Street	Private, Nonprofit	30
00270400	College of New Rochelle (The)	Private, Nonprofit	30
00275100	LONG ISLAND UNIVERSITY	Private, Nonprofit	30
00293700	King's College	Proprietary	30
00312100	Tiffin University	Private, Nonprofit	30
00422002	Purdue University Global - Cedar Rapids	Public	30
00446700	TUCSON COLLEGE	Proprietary	30
00450301	EVEREST COLLEGE - MCLEAN	Private, Nonprofit	30
00464605	MINNESOTA SCHOOL OF BUSINESS - ROCHESTER	Proprietary	30
00472900	MOUNT WASHINGTON COLLEGE	Proprietary	30
00739802	KATHARINE GIBBS SCHOOL (THE) - PHILADELPHIA	Proprietary	30
00750601	LINCOLN TECHNICAL INSTITUTE - UNION	Proprietary	30
00767800	SPARTAN COLLEGE OF AERONAUTICS AND TECHNOLOGY	Proprietary	30
00784400	SBI CAMPUS - AN AFFILIATE OF SANFORD-BROWN - SANFORD-BROWN INSTITUTE	Proprietary	30
00793803	LINCOLN COLLEGE OF TECHNOLOGY - NASHVILLE	Proprietary	30
00922800	DEVRY COLLEGE OF TECHNOLOGY	Proprietary	30
00946610	Brightwood College - Fort Worth	Proprietary	30
00957200	COMPUTER LEARNING CENTER OF ALEXANDRIA	Proprietary	30
00974300	BELLEVUE UNIVERSITY	Private, Nonprofit	30
01005700	AMERICAN COMMERCIAL COLLEGE	Proprietary	30
01035602	EVEREST INSTITUTE - EAGAN	Proprietary	30
01085101	BRANFORD HALL CAREER INSTITUTE - JERSEY CITY	Proprietary	30
01111200	FASHION INSTITUTE OF DESIGN & MERCHANDISING -	Proprietary	30
01162601	WESTWOOD COLLEGE - SOUTH BAY - ARLINGTON BALLSTON	Proprietary	30
01162602	WESTWOOD COLLEGE - SOUTH BAY - ANNANDALE	Proprietary	30
01185803	EVEREST COLLEGE - MELROSE PARK	Private, Nonprofit	30
01212803	LINCOLN COLLEGE OF TECHNOLOGY - VINE	Proprietary	30
01212804	LINCOLN COLLEGE OF TECHNOLOGY - NORTHLAND	Proprietary	30
01258407	ILLINOIS INSTITUTE OF ART (THE) - THE IL INSTITUTE OF ART-TINLEY PARK	Proprietary	30
02100401	EVEREST INSTITUTE - KALAMAZOO	Proprietary	30
02110800	California College San Diego	Private, Nonprofit	30
02113601	AMERICAN INTERCONTINENTAL UNIVERSITY - LOS ANGELES	Proprietary	30
02116001	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - TREVOSE	Proprietary	30
02116006	SANFORD-BROWN COLLEGE - FT. LAUDERDALE	Proprietary	30
02117103	ART INSTITUTE OF HOUSTON (THE) - THE ART INSTITUTE OF HOUSTON-NORTH	Proprietary	30
02149300	SCS BUSINESS AND TECHNICAL INSTITUTE	Proprietary	30
02179905	Argosy University - Hawaii	Proprietary	30
02179914	Argosy University - Nashville	Proprietary	30
02179921	Argosy University - Schaumburg	Proprietary	30
02179928	Argosy University - Los Angeles	Proprietary	30
02179930	Argosy University - Denver	Proprietary	30
02201803	KAPLAN COLLEGE - MILWAUKEE	Proprietary	30
02201806	Brightwood College - Indianapolis	Proprietary	30
02218700	NUC University - Florida Technical College - Orlando	Proprietary	30
02218800	BROOKLINE COLLEGE	Proprietary	30
02219500	Mildred Elley	Proprietary	30
02266200	HELMS CAREER INSTITUTE	Private, Nonprofit	30
02274100	LA JAMES INTERNATIONAL COLLEGE - DES MOINES	Proprietary	30
02288500	PHILLIPS JUNIOR COLLEGE	Proprietary	30
02300103	EVEREST COLLEGE - EVERETT	Private, Nonprofit	30
02300105	EVEREST COLLEGE - EARTH CITY	Private, Nonprofit	30
02308900	MASTERS OF COSMETOLOGY COLLEGE	Proprietary	30
02326306	FORTIS INSTITUTE - MIAMI CAMPUS	Proprietary	30
02332900	DEVRY INSTITUTE OF TECHNOLOGY-POMONA	Proprietary	30
02342700	Fortis College - Norfolk	Proprietary	30
02559312	United Education Institute - Garden Grove	Proprietary	30
02599702	Vatterott College - Springfield	Proprietary	30
03030600	CORTIVA INSTITUTE	Proprietary	30
03031402	SANFORD-BROWN COLLEGE - ORLANDO	Proprietary	30
03031409	SANFORD-BROWN COLLEGE - INTERNATIONAL ACADEMY OF DESIGN AND TECHNOLOGY	Proprietary	30
03035800	HERITAGE INSTITUTE	Proprietary	30
03069300	WESTERN CAREER COLLEGE	Proprietary	30
03071803	ITT TECHNICAL INSTITUTE - MORRISVILLE	Proprietary	30
03115100	HERITAGE COLLEGE	Proprietary	30
03272301	KAPLAN COLLEGE - MIDLAND	Proprietary	30
03304300	Centura College	Proprietary	30
03380302	STAR CAREER ACADEMY - STAR NEWARK	Proprietary	30

03399300	BRYAN COLLEGE	Proprietary	30
03426400	ANTHEM INSTITUTE	Proprietary	30
03441400	NEWBRIDGE COLLEGE - SAN DIEGO EAST	Proprietary	30
03480304	FORTIS COLLEGE - GRAND PRAIRIE CAMPUS	Proprietary	30
03534300	JONES INTERNATIONAL UNIVERSITY	Proprietary	30
03564300	INTERNATIONAL SCHOOL OF HEALTH, BEAUTY & TECHNOLOGY	Proprietary	30
03740400	ATI COLLEGE	Proprietary	30
03763300	MEDICAL PROFESSIONAL INSTITUTE	Proprietary	30
03969601	UEI COLLEGE-RIVERSIDE	Proprietary	30
04121500	COLUMBIA SOUTHERN UNIVERSITY	Proprietary	30
04123200	INSTITUTE OF ALLIED MEDICAL PROFESSIONS	Private, Nonprofit	30
04132100	FASTTRAIN OF TAMPA	Proprietary	30
04132200	FASTTRAIN OF JACKSONVILLE	Proprietary	30
04227900	Northland College	Private, Nonprofit	30
00104700	Troy University	Public	20
00115300	CALIFORNIA STATE UNIVERSITY, NORTHRIIDGE	Public	20
00121000	HEALD INSTITUTE OF TECHNOLOGY	Private, Nonprofit	20
00146700	BETHUNE COOKMAN UNIVERSITY	Private, Nonprofit	20
00148000	FLORIDA AGRICULTURAL & MECHANICAL UNIVERSITY	Public	20
00152600	SAINT LEO UNIVERSITY	Private, Nonprofit	20
00153700	University of South Florida	Public	20
00157400	GEORGIA STATE UNIVERSITY	Public	20
00166500	Columbia College Chicago	Private, Nonprofit	20
00167100	DEPAUL UNIVERSITY	Private, Nonprofit	20
00170300	National Louis University - Kendall College at National Louis Universi	Private, Nonprofit	20
00219300	MOUNT IDA COLLEGE	Private, Nonprofit	20
00229000	MICHIGAN STATE UNIVERSITY	Public	20
00232900	Wayne State University	Public	20
00252100	WEBSTER UNIVERSITY	Private, Nonprofit	20
00262900	Rutgers, the State University of New Jersey	Public	20
00273200	HOFSTRA UNIVERSITY	Private, Nonprofit	20
00278500	New York University	Private, Nonprofit	20
00283400	EXCELSIOR COLLEGE	Private, Nonprofit	20
00332900	Pennsylvania State University (The)	Public	20
00340400	JOHNSON & WALES UNIVERSITY	Private, Nonprofit	20
00364200	Texas Southern University	Public	20
00367403	Stevens-Henager College-Salt Lake City	Private, Nonprofit	20
00395400	UNIVERSITY OF CENTRAL FLORIDA-MAIN CAMPUS	Public	20
00450302	EVEREST COLLEGE - SANTA ANA	Private, Nonprofit	20
00450303	Altierus Career College - Fort Worth South	Private, Nonprofit	20
00458601	Kaplan University	Public	20
00458608	Purdue University Global - Omaha	Public	20
00458612	Purdue University Global - Hagerstown	Public	20
00464201	GLOBE UNIVERSITY - EAU CLAIRE	Proprietary	20
00464602	MINNESOTA SCHOOL OF BUSINESS - PLYMOUTH	Proprietary	20
00464603	MINNESOTA SCHOOL OF BUSINESS - SHAKOPEE	Proprietary	20
00466604	Salter School (The) - Fall River Campus	Proprietary	20
00479900	Monroe College	Proprietary	20
00489805	MCCANN SCHOOL OF BUSINESS & TECHNOLOGY - SCRANTON	Proprietary	20
00491005	KAPLAN CAREER INSTITUTE - KAPLAN COLLEGE, JACKSONVILLE	Proprietary	20
00520307	REMINGTON COLLEGE - LAFAYETTE	Private, Nonprofit	20
00675506	BROWN MACKIE COLLEGE (THE) - OKLAHOMA CITY	Proprietary	20
00723407	HEALD COLLEGE - MODESTO	Proprietary	20
00736202	MEDTECH COLLEGE - GREENWOOD	Proprietary	20
00747001	ART INSTITUTE OF PITTSBURGH (THE) - SANTA MONICA	Proprietary	20
00750703	GIBBS COLLEGE - KATHARINE GIBBS SCHOOL CENTENNIAL	Proprietary	20
00751800	Apex Technical School	Proprietary	20
00758600	REMINGTON COLLEGE - TAMPA	Private, Nonprofit	20
00777700	REMINGTON COLLEGE - CLEVELAND	Private, Nonprofit	20
00778102	KAPLAN CAREER INSTITUTE - CAREER CENTERS OF TEXAS - FORT WORTH	Proprietary	20
00822103	Universal Technical Institute - California	Proprietary	20
00850101	Rasmussen College	Proprietary	20
00869410	RASMUSSEN COLLEGE - OCALA	Proprietary	20
00888900	LEHIGH VALLEY COLLEGE	Proprietary	20
00927006	ART INSTITUTE OF ATLANTA (THE) - ART INSTITUTE OF WASHINGTON-DULLES	Proprietary	20
00931305	Daymar College - Bellevue	Proprietary	20
00931307	DAYMAR COLLEGE - PADUCAH	Proprietary	20
00963500	FLORIDA INTERNATIONAL UNIVERSITY	Public	20
00982803	EVEREST INSTITUTE - DETROIT	Private, Nonprofit	20
00988200	VICTORY UNIVERSITY	Proprietary	20
01031906	FORTIS INSTITUTE - FORTIS COLLEGE	Proprietary	20

01040500	PINNACLE CAREER INSTITUTE	Proprietary	20
01063300	Houston Community College	Public	20
01072704	DEVRY UNIVERSITY - NEWARK	Proprietary	20
01072706	DeVry University - Ontario	Proprietary	20
01072711	DEVRY UNIVERSITY - ORLANDO	Proprietary	20
01072719	DEVRY COLLEGE OF NEW YORK	Proprietary	20
01072720	DEVRY UNIVERSITY - COLUMBUS	Proprietary	20
01072724	DEVRY UNIVERSITY - IRVING	Proprietary	20
01072754	DEVRY UNIVERSITY - HOUSTON	Proprietary	20
01077900	PORTER AND CHESTER INSTITUTE	Proprietary	20
01083100	NEW COLLEGE OF CALIFORNIA	Private, Nonprofit	20
01091300	Madison Media Institute	Proprietary	20
01114500	LONE STAR COLLEGE SYSTEM	Public	20
01164400	University of Maryland Global Campus	Public	20
01212801	LINCOLN COLLEGE OF TECHNOLOGY - FLORENCE	Proprietary	20
01258408	ILLINOIS INSTITUTE OF ART (THE) - THE ART INSTITUTE OF MICHIGAN - TROY	Proprietary	20
01262700	THOMAS M. COOLEY LAW SCHOOL	Private, Nonprofit	20
01284600	LAWTON SCHOOL FOR MEDICAL AND DENTAL ASSISTANTS	Proprietary	20
01303907	SOUTH UNIVERSITY - COLUMBIA	Proprietary	20
02052002	KAPLAN COLLEGE - FLORIDA EDUCATION CENTER - LAUDERHILL	Proprietary	20
02055200	Harrington College of Design	Proprietary	20
02065501	BROOKS COLLEGE - SUNNYVALE	Proprietary	20
02074800	LIFE UNIVERSITY	Private, Nonprofit	20
02078905	ART INSTITUTE OF COLORADO (THE) - PHOENIX BRANCH	Proprietary	20
02079800	HEALD COLLEGE, SCHOOL OF BUSINESS	Private, Nonprofit	20
02103200	BROWN-MACKIE COLLEGE-MERRILLVILLE	Proprietary	20
02116005	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - LANDOVER	Proprietary	20
02116008	SANFORD-BROWN COLLEGE - ATLANTA	Proprietary	20
02116009	SANFORD-BROWN COLLEGE - MIDDLEBURG HEIGHTS	Proprietary	20
02119200	COURT REPORTING INSTITUTE OF ST LOUIS	Proprietary	20
02127900	SOJOURNER-DOUGLASS COLLEGE	Private, Nonprofit	20
02128000	SUPERIOR TRAINING SERVICES	Proprietary	20
02131500	NORTHWESTERN COLLEGE	Private, Nonprofit	20
02141500	SAVANNAH COLLEGE OF ART AND DESIGN	Private, Nonprofit	20
02152102	ACADEMY OF COURT REPORTING AND TECHNOLOGY - MIAMI-JACOBS CAREER COLLEG	Proprietary	20
02174600	MARINELLO SCHOOL OF BEAUTY - BELL	Proprietary	20
02179913	Argosy University - Seattle	Proprietary	20
02179926	ARGOSY UNIVERSITY - ORANGE COUNTY	Proprietary	20
02179929	Argosy University - San Diego	Proprietary	20
02180100	ROSS MEDICAL EDUCATION CENTER	Proprietary	20
02202301	SANFORD-BROWN INSTITUTE - SANFORD-BROWN INSTITUTE	Proprietary	20
02205203	SANFORD-BROWN COLLEGE - ST. PETERS	Proprietary	20
02241801	AMERICAN CAREER COLLEGE - ANAHEIM	Proprietary	20
02245504	FORTIS COLLEGE - LARGO CAMPUS	Proprietary	20
02248200	Milan Institute of Cosmetology	Proprietary	20
02255600	MARINELLO SCHOOL OF BEAUTY - PARAMOUNT	Proprietary	20
02263104	ANTHEM COLLEGE - ANTHEM CAREER COLLEGE - NASHVILLE	Proprietary	20
02293202	ATI CAREER TRAINING CENTER - ATI COLLEGE OF HEALTH MIAMI	Proprietary	20
02295002	EVEREST COLLEGE PHOENIX - MESA CAMPUS	Proprietary	20
02296500	MASTERS INSTITUTE	Proprietary	20
02312201	TEXAS SCHOOL OF BUSINESS - SOUTHWEST CAMPUS	Proprietary	20
02312203	TEXAS SCHOOL OF BUSINESS - EAST CAMPUS	Proprietary	20
02314800	BALTIMORE INTERNATIONAL COLLEGE	Private, Nonprofit	20
02322000	COMPUTER LEARNING CENTERS, INC. SAN FRANCISCO	Proprietary	20
02326300	Fortis College - Fortis Institute - Cookeville	Proprietary	20
02330100	Pioneer Pacific College	Proprietary	20
02337800	COLLEGE OF OFFICE TECHNOLOGY	Proprietary	20
02491100	Beckfield College	Proprietary	20
02491500	Southwest University of Visual Arts	Private, Nonprofit	20
02495500	All-State Career School	Proprietary	20
02502702	UEI (UNITED EDUCATION INSTITUTE) - JACKSONVILLE	Proprietary	20
02521500	LAMSON COLLEGE	Proprietary	20
02539800	STAR TECHNICAL INSTITUTE	Proprietary	20
02559400	INTERCOAST COLLEGES	Proprietary	20
02586800	HARRISON CAREER INSTITUTE-	Proprietary	20
02588904	MEDTECH INSTITUTE- MEDTECH COLLEGE	Proprietary	20
02596503	ATI- CAREER TRAINING CENTER - HOUSTON (#038)	Proprietary	20
02599703	Vatterott College - Joplin	Proprietary	20
02599712	VATTEROTT COLLEGE - ST. CHARLES	Proprietary	20
02599718	Vatterott College - L'Ecole Culinaire	Proprietary	20
02606800	Miller-Motte College - McCann - Monroe	Proprietary	20

02611004	HERITAGE COLLEGE-KANSAS CITY	Proprietary	20
02615001	SANFORD-BROWN COLLEGE - DALLAS	Proprietary	20
02616401	SANFORD-BROWN INSTITUTE - TAMPA	Proprietary	20
02616402	SANFORD-BROWN COLLEGE - SANFORD-BROWN INSTITUTE - ISLIN	Proprietary	20
02616703	LE CORDON BLEU COLLEGE OF CULINARY ARTS - LAS VEGAS	Proprietary	20
02617503	EVEREST COLLEGE - VANCOUVER	Private, Nonprofit	20
02617506	Altierus Career College - Tigard	Private, Nonprofit	20
03003201	EVEREST INSTITUTE - FT. LAUDERDALE	Proprietary	20
03006801	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE OF CUL ARTS	Proprietary	20
03010603	Virginia College - Jackson	Proprietary	20
03010803	Fortis Institute - Birmingham, Alabama	Proprietary	20
03022601	LE CORDON BLEU COLLEGE OF CULINARY ARTS - ATLANTA	Proprietary	20
03031403	SANFORD-BROWN COLLEGE - LE CORDON BLEU COLLEGE OF CULINARY ARTS	Proprietary	20
03062300	WESTECH COLLEGE	Proprietary	20
03064200	COMPUTER LEARNING CENTER OF ANAHEIM	Proprietary	20
03067501	Institute of Technology - Modesto	Proprietary	20
03071802	ITT TECHNICAL INSTITUTE - WICHITA	Proprietary	20
03076402	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - ORLANDO	Proprietary	20
03120300	CollegeAmerica - Flagstaff	Private, Nonprofit	20
03126800	PACIFICA GRADUATE INSTITUTE	Proprietary	20
03348400	MATTIA COLLEGE	Proprietary	20
03426300	COLLEGE OF HEALTH CARE PROFESSIONS (THE)	Proprietary	20
03427402	CAREER COLLEGES OF AMERICA - LOS ANGELES	Proprietary	20
03448300	BUSINESS INDUSTRIAL RESOURCES	Proprietary	20
03866300	GALLIANO CAREER ACADEMY	Proprietary	20
03973300	SAE EXPRESSION COLLEGE	Proprietary	20
04116000	VIDEO SYMPHONY ENTERTAINING	Proprietary	20
04122300	Grantham University	Proprietary	20
04132300	INSTITUTE OF MEDICAL EDUCATION	Proprietary	20
04184800	VANTAGE COLLEGE	Proprietary	20
00100200	ALABAMA AGRICULTURAL & MECHANICAL UNIVERSITY	Public	10
00100500	ALABAMA STATE UNIVERSITY	Public	10
00105700	UNIVERSITY OF SOUTH ALABAMA	Public	10
00108300	University of Arizona (The)	Public	10
00134201	WHITTIER COLLEGE - COLLEGE OF LAW	Private, Nonprofit	10
00141600	UNIVERSITY OF BRIDGEPORT	Private, Nonprofit	10
00144800	HOWARD UNIVERSITY	Private, Nonprofit	10
00147900	EMBRY-RIDDLE AERONAUTICAL UNIVERSITY	Private, Nonprofit	10
00148100	Florida Atlantic University	Public	10
00148900	FLORIDA STATE UNIVERSITY	Public	10
00149700	JONES COLLEGE	Private, Nonprofit	10
00149906	Altierus Career College - Orange Park	Private, Nonprofit	10
00152800	ST. PETERSBURG COLLEGE	Public	10
00153300	TALLAHASSEE COMMUNITY COLLEGE	Public	10
00153600	University of Miami	Private, Nonprofit	10
00154400	Albany State University	Public	10
00156200	GEORGIA STATE UNIVERSITY - PC-DECATUR	Public	10
00159000	SAVANNAH STATE UNIVERSITY	Public	10
00169400	CHICAGO STATE UNIVERSITY	Public	10
00180500	INDIANA INSTITUTE OF TECHNOLOGY	Private, Nonprofit	10
00181300	Indiana University - Purdue University Indianapolis	Public	10
00182200	INDIANA WESLEYAN UNIVERSITY	Private, Nonprofit	10
00208300	Morgan State University	Public	10
00212300	BECKER COLLEGE	Private, Nonprofit	10
00224900	Davenport University	Private, Nonprofit	10
00227800	Lansing Community College	Public	10
00245600	Columbia College	Private, Nonprofit	10
00251800	UNIVERSITY OF MISSOURI - KANSAS CITY	Public	10
00251900	UNIVERSITY OF MISSOURI - SAINT LOUIS	Public	10
00256900	UNIVERSITY OF NEVADA - LAS VEGAS	Public	10
00261700	MONTCLAIR STATE UNIVERSITY	Public	10
00265700	NEW MEXICO STATE UNIVERSITY	Public	10
00277200	MERCY COLLEGE	Private, Nonprofit	10
00278200	NEW YORK INSTITUTE OF TECHNOLOGY	Private, Nonprofit	10
00279100	PACE UNIVERSITY	Private, Nonprofit	10
00287200	MONROE COMMUNITY COLLEGE	Public	10
00292300	East Carolina University	Public	10
00295000	North Carolina Central University	Public	10
00305100	KENT STATE UNIVERSITY	Public	10
00325600	DREXEL UNIVERSITY	Private, Nonprofit	10
00338801	VILLANOVA UNIVERSITY - SCHOOL OF LAW	Private, Nonprofit	10

00342000	BENEDICT COLLEGE	Private, Nonprofit	10
00350900	UNIVERSITY OF MEMPHIS (THE)	Public	10
00351000	MIDDLE TENNESSEE STATE UNIVERSITY	Public	10
00352200	TENNESSEE STATE UNIVERSITY	Public	10
00359400	UNIVERSITY OF NORTH TEXAS	Public	10
00363000	Prairie View Agricultural & Mechanical University	Public	10
00365200	UNIVERSITY OF HOUSTON	Public	10
00367401	Stevens Henager College - Orem Campus	Private, Nonprofit	10
00367406	Stevens Henager College - Boise, ID	Private, Nonprofit	10
00367409	Stevens Henager College - Independence University	Private, Nonprofit	10
00371200	TIDEWATER COMMUNITY COLLEGE	Public	10
00373500	VIRGINIA COMMONWEALTH UNIVERSITY	Public	10
00373900	SAINT PAUL'S COLLEGE	Private, Nonprofit	10
00376500	NORFOLK STATE UNIVERSITY	Public	10
00399100	GREENVILLE TECHNICAL COLLEGE	Public	10
00456800	Midstate College	Proprietary	10
00458607	Purdue University Global - Cedar Falls	Public	10
00458609	Purdue University Global - Lincoln	Public	10
00458615	Kaplan University - Portland	Public	10
00461700	National College	Proprietary	10
00464205	GLOBE UNIVERSITY - LA CROSSE	Proprietary	10
00469210	Dorsey School of Business - Dearborn	Proprietary	10
00473000	MCINTOSH COLLEGE	Proprietary	10
00473100	DANIEL WEBSTER COLLEGE	Proprietary	10
00493200	DRAUGHONS COLLEGE	Proprietary	10
00493800	South College	Proprietary	10
00675000	VALENCIA COLLEGE	Public	10
00686700	COLUMBUS STATE COMMUNITY COLLEGE- MAIN CAMPUS	Public	10
00736204	MEDTECH COLLEGE - FORT WAYNE	Proprietary	10
00740100	Mandl School	Proprietary	10
00740500	WOOD TOBE - COBURN SCHOOL	Proprietary	10
00750701	GIBBS COLLEGE - KATHARINE GIBBS SCHOOL	Proprietary	10
00757200	AMERICAN MUSICAL & DRAMATIC ACADEMY	Private, Nonprofit	10
00779100	WILFRED ACADEMY OF HAIR & BEAUTY CULTURE	Proprietary	10
00793809	LINCOLN TECHNICAL INSTITUTE - WHITESTONE	Proprietary	10
00793810	LINCOLN TECHNICAL INSTITUTE - MAHWAH	Proprietary	10
00863500	IBMC COLLEGE	Proprietary	10
00887809	Miami International University of Art & Design - Art Inst Raleigh	Proprietary	10
00897600	CLAYTON STATE UNIVERSITY	Public	10
00914500	Governors State University	Public	10
00931309	DAYMAR COLLEGE - LOUISVILLE EAST	Proprietary	10
00943200	ESS COLLEGE OF BUSINESS	Proprietary	10
00972100	Bradford School	Proprietary	10
00974801	CARRINGTON COLLEGE - SAN LEANDRO CAMPUS	Proprietary	10
00982808	Altierus Career College - Atlanta	Private, Nonprofit	10
01014814	COLORADO TECHNICAL UNIVERSITY - NORTH KANSAS CITY	Proprietary	10
01035100	PSI INSTITUTE	Proprietary	10
01072702	DEVRY UNIVERSITY - PHOENIX	Proprietary	10
01072712	DEVRY UNIVERSITY - MIRAMAR	Proprietary	10
01072717	DEVRY UNIVERSITY - KANSAS CITY	Proprietary	10
01072718	DeVry University - Iselin	Proprietary	10
01072722	DEVRY UNIVERSITY - FORT WASHINGTON	Proprietary	10
01085102	Branford Hall Career Institute - North Brunswick	Proprietary	10
01088100	STARK STATE COLLEGE	Public	10
01171900	Universidad Ana G. Mendez - Gurabo Campus	Private, Nonprofit	10
01212802	LINCOLN COLLEGE OF TECHNOLOGY - FRANKLIN	Proprietary	10
01246102	Lincoln Technical Institute - Moorestown	Proprietary	10
01246103	Lincoln Technical Institute - Paramus	Proprietary	10
01248209	ATI CAREER TRAINING CENTER - GARLAND	Proprietary	10
01287200	NORTH-WEST COLLEGE	Proprietary	10
01291100	MARINELLO SCHOOL OF BEAUTY - HUNTINGTON BEACH	Proprietary	10
01303914	SOUTH UNIVERSITY - NOVI	Proprietary	10
01303922	SOUTH UNIVERSITY - CLEVELAND	Proprietary	10
02075702	Briardiffe College - Bohemia	Proprietary	10
02100502	UNIVERSAL TECHNICAL INSTITUTE- MOTORCYCLE MECHANICS INSTITUTE DIVISION	Proprietary	10
02100505	UNIVERSAL TECHNICAL INSTITUTE-UNIVERSAL TECHNICAL INST OF N. CA, INC.	Proprietary	10
02106600	AMERICAN INSTITUTE	Proprietary	10
02113604	AMERICAN INTERCONTINENTAL UNIVERSITY - DUNWOODY	Proprietary	10
02119202	COURT REPORTING INSTITUTE OF DALLAS - COURT REPORTING INST OF HOUSTON	Proprietary	10
02131600	PENSCO TECH	Proprietary	10
02152105	ACADEMY OF COURT REPORTING AND TECHNOLOGY - ACADEMY OF COURT REPORTING	Proprietary	10

02158410	Harrison College - East	Proprietary	10
02179935	Argosy University - Salt Lake City	Proprietary	10
02179937	Argosy University - Western State University College of Law	Proprietary	10
02205207	SANFORD-BROWN COLLEGE - MILWAUKEE	Proprietary	10
02218500	SOUTH TEXAS VOCATIONAL TECHNICAL INSTITUTE	Proprietary	10
02244900	Goodwin University	Private, Nonprofit	10
02253900	Miller-Motte College - Berks Technical Institute	Proprietary	10
02261301	NATIONAL INSTITUTE OF TECHNOLOGY - HOUSTON GALLERIA	Private, Nonprofit	10
02263101	ANTHEM COLLEGE - SACRAMENTO	Proprietary	10
02294900	INSTITUTE OF AUDIO RESEARCH	Proprietary	10
02301300	PRISM CAREER INSTITUTE	Proprietary	10
02303600	Fortis College - Ravenna	Proprietary	10
02311200	AMERICAN SCHOOL OF TECHNOLOGY	Proprietary	10
02319000	COMPUTER LEARNING CENTERS, INC. CHICAGO	Proprietary	10
02341002	FORTIS COLLEGE - MONTGOMERY	Proprietary	10
02341005	FORTIS COLLEGE - MONTGOMERY NURSING CAMPUS	Proprietary	10
02350401	WALDEN UNIVERSITY - FLORIDA	Proprietary	10
02350800	GLOBE INSTITUTE OF TECHNOLOGY	Proprietary	10
02351200	Stratford University	Proprietary	10
02350400	Miller-Motte College - STYT - McAllen	Proprietary	10
02356906	LE CORDON BLEU COLLEGE OF CULINARY ARTS - SANFORD-BROWN COLLEGE	Proprietary	10
02572800	VISTA COLLEGE	Proprietary	10
02576200	MID-CONTINENT UNIVERSITY	Private, Nonprofit	10
02577900	SANTA BARBARA BUSINESS COLLEGE	Proprietary	10
02584201	NEWBRIDGE COLLEGE	Proprietary	10
02588902	MEDTECH INSTITUTE - SILVER SPRING	Proprietary	10
02590901	WRIGHT BUSINESS SCHOOL	Private, Nonprofit	10
02596502	ATI- CAREER TRAINING CENTER - OKLAHOMA CITY (#037)	Proprietary	10
02596601	ATI CAREER TRAINING CENTER - RICHARDSON	Proprietary	10
02599706	Vatterott College - Tulsa	Proprietary	10
02609202	VATTEROTT COLLEGE - ST. JOSEPH	Proprietary	10
02611005	HERITAGE COLLEGE - WICHITA	Proprietary	10
02614205	Miller - Motte Technical College - Miller - Motte College - Greenville	Proprietary	10
02616403	SANFORD-BROWN INSTITUTE - SANFORD-BROWN COLLEGE - WEST ALLIS	Proprietary	10
02617507	EVEREST COLLEGE - EVEREST INSTITUTE - BENSALEM	Private, Nonprofit	10
02617508	EVEREST COLLEGE - WOODBRIDGE	Private, Nonprofit	10
03006802	PENNSYLVANIA CULINARY INSTITUTE - LE CORDON BLEU COLLEGE BOSTON	Proprietary	10
03010602	Virginia College - Huntsville	Proprietary	10
03010604	Virginia College - Austin	Proprietary	10
03022602	LE CORDON BLEU COLLEGE OF CULINARY ARTS - MINNEAPOLIS/ST. PAUL	Proprietary	10
03062701	PLATT COLLEGE - ONTARIO	Proprietary	10
03072500	WORLD MEDICINE INSTITUTE	Private, Nonprofit	10
03076403	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM COLLEGE - IRVING	Proprietary	10
03076404	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM INSTITUTE - LAS VEGAS	Proprietary	10
03076405	BRYMAN SCHOOL OF ARIZONA (THE) - ANTHEM CAREER COLLEGE - MEMPHIS	Proprietary	10
03091100	ACT COLLEGE	Proprietary	10
03128700	MT. SIERRA COLLEGE	Proprietary	10
03162300	FOUR-D COLLEGE	Proprietary	10
03294300	BLUE CLIFF COLLEGE	Proprietary	10
03308300	BRISTOL UNIVERSITY	Proprietary	10
03368300	MIDWEST TECHNICAL INSTITUTE	Proprietary	10
03450302	MARINELLO SCHOOL OF BEAUTY - OVERLAND PARK	Proprietary	10
03523300	Aviation Institute Of Maintenance	Proprietary	10
03625300	PERFORMANCE TRAINING INSTITUTE	Proprietary	10
03789300	UNITECH TRAINING ACADEMY	Proprietary	10
04119400	Aveda Institute - South Florida	Proprietary	10
04131901	FASTTRAIN OF MIAMI - KENDALL	Proprietary	10
04134100	JERSEY COLLEGE	Proprietary	10
	No School Listed		10
	All Other Schools with Less than 10 Pending Applications		8,730
TOTAL			128,380

*Please note the total number of pending applications includes those in the Awaiting Adjudication and Pending Notification categories.

Question. A list of all group discharge applications the Department has received from State attorneys general including the date submitted, by whom, the school/programs, and the number of covered borrowers and the status of each application.

Answer. Information regarding the group discharge requests from attorneys general is provided in the enclosed file.

Group Submissions by Attorneys General Seeking Relief for Constituents as of April 12, 2021

SCHOOL/SCHOOL GROUP	DIPLOMA PROGRAM(S) IF APPLICABLE	ATTORNEY GENERAL	STATE	SUBMISSION DATE
American Career Institute		Maura Healy	Massachusetts	<ul style="list-style-type: none"> • 7/20/2016 • 7/26/2016 • 8/3/2016 • 8/12/2016 • 11/16/2016 • 11/23/2016 • 1/3/2017
Anthem University		Lori Swanson	Minnesota	<ul style="list-style-type: none"> • 5/3/2016 • 7/22/2016 • 10/19/2016 • 2/13/2017 • 3/9/2017 • 4/4/2017
Corinthian Colleges, Inc.		Maura Healy	Massachusetts	• 11/30/2015
Corinthian Colleges, Inc.		Brad Schimel	Wisconsin	• 2/4/2016
Corinthian Colleges, Inc.	<ul style="list-style-type: none"> • Dental Assistant • Electrician • Massage Therapy • Medical Administrative Assistant • Medical Assistant • Medical Insurance Billing and Coding • Pharmacy Technician 	Lisa Madigan Kwame Raoul	Illinois	<ul style="list-style-type: none"> • 12/16/2016 • 6/3/2019
Corinthian Colleges, Inc.		Bob Ferguson	Washington	• 12/20/2016
Corinthian Colleges, Inc.	Submission for discharge for students enrolled at programs covered by the Department's job placement rate misrepresentation findings.	Lisa Madigan Bob Ferguson Maura Healy Xavier Becerra George Jepsen Matthew Dean Douglas Chin Tom Miller Andy Beshear Brian E. Frosh Janet T. Mills Lori Swanson Jim Hodd Hector Balderas Eric T. Schneiderman Ellen F. Rosenblum Josh Shapiro Mark R. Herring Karl A. Racine	Illinois Washington Massachusetts California Connecticut Delaware Hawaii Iowa Kentucky Maryland Maine Minnesota Mississippi New Mexico New York Oregon Pennsylvania Virginia District of Columbia	<ul style="list-style-type: none"> • 6/5/2017
Court Reporting Institute	Submission for discharge for students enrolled at CRI's Seattle and Tacoma campuses.	Bob Ferguson	Washington	• 11/21/16
Globe University & Minnesota School of Business		Lori Swanson	Minnesota	• 6/7/2016
Illinois Institute of Art and Art Institute of Colorado	Submission requests students have any federal student loan used to pay for schooling at the affected campuses from January 1, 2018 onward discharged and any amounts paid on those loans refunded.	Kwame Raoul Phil Weiser	Illinois Colorado	• 6/3/2019
ITT Technical Institute	Submission for discharge for all borrowers who enrolled at ITT between 2007 and 2010 (or who assumed federal loan debt for another person who enrolled at ITT between 2007 and 2010). During this time, ITT misled students about the value of an ITT degree using its Value Proposition Document.	Phillip J. Weiser Ellen F. Rosenblum Keith Ellison Karl A. Racine Bob Ferguson Gurbir S. Grewal Thomas J. Donovan, Jr. Stephen H. Levins (Executive Director, State of Hawaii Office of Consumer Affairs) Brian E. Frosh Lawrence G. Wasden Kwame Raoul Josh Shapiro Tom Miller Mark Herring	Colorado Oregon Minnesota District of Columbia Washington New Jersey Vermont Hawaii Maryland Idaho Illinois Pennsylvania Iowa	• 4/1/2021

		Aaron M. Frey Derek Schmidt Hector Balderas Josh Stein Letitia James Maura Healey Douglas Peterson Joshua L. Kaul William Tong Aaron D. Ford Herbert Slatery, III	Virginia Maine Kansas New Mexico North Carolina New York Massachusetts Nebraska Wisconsin Connecticut Nevada Tennessee	
Kaplan University	• Medical Assistant • Medical Billing and Coding	Maura Healy	Massachusetts	• 5/6/2016 • 5/31/2016
Lincoln Technical Institute	• Criminal Justice	Maura Healy	Massachusetts	• 1/14/2016
Premier Education Group	N/A	Maura Healey	MA	October 3, 2019; November 22, 2019
Westwood College	• Criminal Justice	Lisa Madigan Kwame Raoul	Illinois	• 12/13/2016 • 6/3/2019
Westwood College	N/A	Phil Weiser	Colorado	August 27, 2020

The table provides a list of all attorneys general submissions related to groups of borrowers for which the attorneys general seek a borrower defense discharge as of April 12, 2021. The table includes the submission date, the attorneys general, the school, and the diploma program, if applicable. If a diploma program is not provided for a submission, the submission was not limited to a specific program.

Please note that under the Department's regulations, it is within the Secretary's discretion to create a group discharge process and define the parameters of the group. The Department cannot provide the number of borrowers that will be included in a certain group unless and until a group is established and defined by the Secretary. However, individual applications submitted by attorneys general have been, and will continue to be, considered under the individual application review process.

Question. How many of the applications referenced in (d) are pending? How many have been granted? How many have been denied? Please provide a list of each.

Answer. All of the AG submissions referenced in (d) are currently under review.

Question. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 how many borrowers covered by a group discharge application are in default on their Federal student loans?

Answer. At this time, the Department cannot narrow its reporting to individual applications submitted by attorneys general. Most of the attorney general submissions did not specifically identify the borrowers covered by their group requests, and the Department is currently working to identify the borrowers at issue.

Question. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 how many loans of the borrowers covered by a group discharge application have been certified by the Department of Education for Treasury offset?

Answer. Please see answer to question 10(f), above.

Question. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 how many borrowers covered by a group discharge application have been subject to an administrative wage garnishment order put in place by the Department?

Answer. Please see answer to question 10(f), above.

Question. For each of the years 2016, 2017, 2018, 2019, 2020, and 2021 what are the total dollar amounts of Federal student loans (interest and principal) covered by each group discharge application from a State attorney general?

Answer. Please see answer to question 10(f), above.

Question. For each of the years 2016, 2017, 2018, 2019, 2020, 2021 what are the total dollar amounts collected through the Treasury Offset Program on defaulted student loans covered by each group discharge application from a State attorney general?

Answer. Please see answer to question 10(f), above.

Question. In January 2017, State attorneys general—led by Illinois—provided the Department with program-level enrollment data for borrowers in their states that were covered by the Department's Corinthian job placement misrepresentation findings. How many of these borrowers have still not received relief despite being eligible?

Answer. Due to data limitations, FSA is unable to respond to this question at this time. While the Illinois Attorney General did provide a borrower list in December 2016, the list did not contain the unique identifiers (Social Security Number and/or date of birth) necessary to confidently match to borrowers in FSA's systems. The Department is now working to identify any borrowers submitted by the Illinois Attorney General and any other attorneys general who may be covered by the job placement rate findings, as that work was not done previously.

Question. 34 CFR 685.300 governs Program Participation Agreements—the contracts between schools and the Department of Education. CFR 685.300(e) prohibited schools from making or enforcing class action bans and mandatory pre-dispute arbitration agreements.

Answer. As a preliminary observation, the Program Participation Agreement (PPA) is primarily governed by 34 C.F.R. § 668.14. 34 C.F.R. § 685.300 provides additional participation requirements when a school participates in the Direct Loan program. The provisions of 34 C.F.R. § 685.300 are inapplicable if an institution elects not to participate in the Direct Loan program. The provisions were removed effective July 1, 2020. Therefore, the response to question a. extends only to June 30, 2020.

Question. In how many schools' Program Participation Agreements did the Department include this prohibition?

Answer. From July 21, 2019 and through June 30, 2020, the Department created and executed Program Participation Agreements (PPAs) that have included specific language referencing class action bans and pre-dispute arbitration agreements for 1,155 schools. As of July 29, 2021, 1,070 of these schools were approved to participate in the Direct Loan program, and 85 schools were not approved to participate in the Direct Loan program. PPAs created before July 21, 2019, contained overarching language indicating that schools were required to comply with all Title IV, Higher Education Act and Direct Loan program participation requirements, which would extend to the restrictions relating to class action suits and pre-dispute arbitration agreements.

Question. In how many instances did the Department seek to enforce this prohibition? What actions did it take?

Answer. The Department does not comment on deliberative, preliminary, or ongoing investigative work, including the enforcement of the Title IV regulations. Generally speaking, through our program review authority, we will monitor compliance with the requirements that schools end enforcement of any existing mandatory pre-dispute arbitration clauses and class action restrictions in enrollment agreements.

Question. Are you aware of any class actions that schools participating in Title IV forced into arbitration while the prohibition was in effect?

Answer. The Department is aware of two competing cases that relate to the prior regulation, which is no longer in effect. The regulation itself was subject to multiple implementation delays and litigation. In *Kourembanas v. InterCoast Colleges*, a class action in the District of Maine, 17-cv-00331, the court granted a motion to compel arbitration. And in *Young v. Grand Canyon University*, the appellate court reversed the Northern District of Georgia's initial decision to compel arbitration in *Carr et al. v. Grand Canyon University*, 19-cv-01707.

Question. Please provide a list of all institutions for which the Department currently holds a letter of credit or other surety and the amount of such letter of credit or other surety.

Answer. Enclosed is an Excel file containing data on the Letters of Credit (LOC) and other surety that the Department held as of July 14, 2021. As of July 14, 2021, the Department held 403 LOCs and other surety from institutions, totaling more than \$607.3 million in financial protection. The first tab of the Excel file contains institutional and other data regarding the LOCs held by the Department as of July 14, 2021. The second tab provides the field definitions and descriptions of the reasons why a LOC was requested from a listed institution. Please note that this report differs from reports posted to FSA's Data Center identifying LOCs requested by the Department during an Award Year period. It is a "snapshot" of LOCs held by the Department as of July 14, 2021 and it provides the most recent information recorded in FSA's data sources regarding these LOCs. The report does not provide historical context for the LOCs held as of July 14, 2021 in cases where FSA may have required an institution to renew or amend a previously provided LOC. In a limited number of cases, the report also identifies and includes funds held on deposit by the Department in lieu of a LOC.

Currently Held Letters of Credit as of 7/14/2021

Data Source: eZ-Audit and PEPs

Sorted by Alphabetical Order by State and then by Institution Name

[illegible][illegible]

[illegible]

Notes regarding the report: * The report identifies Letters of Credit held as of July 14, 2021. * A Letter of Credit covering multiple institutions may be reported for one OPEID rather than all OPEIDs in the school group. * An institution may have posted multiple Letters of Credit to satisfy the Department's financial surety requirement. * Cash deposits held as an alternative to a Letter of Credit are reported. * LOC Percent Requested data are recorded in whole numbers.	
Definitions of Letter of Credit Terms	
Term	Definition
OPE ID	An OPE ID is a unique eight digit code utilized by the Department to identify an institution in its systems.
Institution Name	The institution name is the legal name of the institution.
State/Country	State or country where the main institution is physically located.
Institution Type	Describes the institution as an nonprofit, public, or proprietary institution
Institution Fiscal Year End Date	For the purposes of the LOC disclosure, this refers to the fiscal year end date of the institution. The compliance or financial statement audits, which served as the basis for most LOC requests, are due to the Department no later than six months (proprietary) or nine months (non-profits) after the end of the institution's fiscal year. NOTE: If this field is left blank, it is because the LOC was not predicated on the receipt of an annual financial statement.
LOC Request Date	This serves as the date the Department formally requested a LOC from the institution.
Reason LOC Requested	Describes the reason the Department requested the LOC. See detailed descriptions for reasons below.
LOC Received Date	This serves as the date the Department formally received the irrevocable LOC from the financial institution posting on behalf of the requisite institution. In most cases, the LOC must be received by the Department within 75 days of the date of the Department's correspondence requesting remittance of a LOC. NOTE: In some instances, the LOC Received Date precedes the LOC Request Date because an existing LOC on file was renewed or extended. In those cases, the subsequent Award Year LOC Received Date is noted.
LOC Amount	This serves as the total LOC dollar amount the Department received and accepted from the institution. The vast majority of designated amounts are based on a percentage applied against Title IV funds received by the institution during its most recently completed fiscal year or refunds not returned during that year.
LOC Percent Requested	This represents the percentage applied against the Title IV funds received or unreturned by the institution and serves as the basis for the LOC requested amount. The regulations in 34 CFR Part 668 Subpart L set minimum and/or designated percentages for LOCs due to non-compliance of the financial responsibility standards.
Reason LOC Requested	Description
Disclaimer	An institution is not considered financially responsible if, in the institution's audited financial statements, the opinion expressed by the auditor was an adverse, qualified or disclaimed opinion, unless the Secretary determines that a qualified or disclaimed opinion does not have a significant bearing on the institution's financial condition.
Failed Numeric Test	The most common reason why an institution is required to remit a letter of credit (LOC) to the Department is because they have a failing financial responsibility composite score (generally a score of 1.4 or less on a scale of -1.0 to +3.0) and are not deemed financially responsible. In accordance with 34 CFR 668.175, an institution with a composite score of 1.4 or less may continue to participate in the Title IV programs under the Provisional certification alternative. Institutions participating under provisional certification are subject to heightened cash monitoring, and may be required to submit an irrevocable LOC of not less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year. <i>Institutions that passed the score in the previous year may score from 1.0 to 1.4 for up to three consecutive years without providing a LOC, provided other reporting conditions are met. Institutions that score below a 1.0 are required to submit a LOC of not less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year.</i>
Failed Past Performance Requirements	Institutions are required to submit acceptable annual compliance and financial statement audits no later than six months (proprietary) or nine months (non-profits) after the end of the institution's fiscal year. Institutions cited for such past performance violations under 34 CFR 668.174 are provisionally certified and must submit a LOC for a period of five years in an amount equal to no less than 10 percent of the Title IV aid the institution received during its most recently completed fiscal year.
Going Concern	A LOC is generally requested when an auditor expresses a "going concern" in an audited financial statement which could result in risk to the Department and taxpayers.
New Owner Missing 1 Yr. of Audited Financial Statements	Prospective new owners of a participating institution are required to provide two years of audited financial statements to determine financial solvency. If a new owner can only provide one year of financial statements, they are required to remit a LOC of at least 10% of the amount of Title IV aid the Department determines the institution would receive in its first year of operations.
New Owner Missing 2 Yrs. of Audited Financial Statements	Prospective new owners of a participating institution are required to provide two years of audited financial statements to determine financial solvency. If a new owner can not provide the required financial statements, they are required to remit a LOC of at least 25% of the amount of Title IV aid the Department determines the institution would receive in its first year of operations.
Other or "Blank"	A LOC may be requested for less common reasons such as institutional ownership having a monetary liability owed to the Department or an institution's failure to meet debt obligations or not being in compliance with a financial lender's loan covenants. The institution may have submitted the LOC without it being requested by the Department to resolve a financial responsibility issue.
Untimely Refunds	Institutions are required to maintain sufficient cash reserves to return Title IV funds to the Department for students that withdrew from the institution in a timely fashion. As noted in 34 CFR 668.173, an institution found in violation of the reserve standard is required to submit a LOC equal to 25% of the total amount of unearned Title IV funds the institution was required to return or should have returned for its most recently completed fiscal year.

Question. Regarding institutional compliance with the incentive compensation rules to date, please provide:

The number of program reviews, investigations, audits, or other reviews that have examined institutional compliance with the requirements of incentive compensation;

Answer. The Department has issued determinations for 60 program reviews that were initiated during fiscal years 2017–20 and fiscal year 2021 through June 30, 2021 that examined institutional compliance with incentive compensation requirements.

The Department received and finalized its review and audit resolution process for more than 15,900 compliance audit reports whose audit period included any portion of fiscal years 2017, 2018, 2019, 2020, or 2021 through July 28, 2021. The compliance audit reports were prepared either in accordance with the OIG’s Guide for Audits of Proprietary Institutions and For Compliance Attestation Engagements of Third Party Servicers Administering Title IV Programs, or in accordance with the OMB Compliance Supplements (2 CFR Part 200, Appendix XI—Compliance Supplement) for audits reports prepared under the Single Audit Act. The scope of these audits included audit objectives for an independent auditor to determine whether the auditees did or did not comply with the incentive compensation prohibitions.

Additionally, the Department conducted close to 300 “New School Visits” during fiscal years 2017–20 and fiscal year 2021 through July 28, 2021 that reviewed incentive compensation requirements. A New School Visit is a process focused on the start-up issues and needs of schools that are new Title IV participants or that might not have recent Title IV experience. A New School Visit is not a program review, but rather a tool used to identify and eliminate any weaknesses that, if left unaddressed, could result in improper use of Federal funds and possible liabilities for the school. A standard component of a New School Visit includes a discussion of incentive compensation requirements, which may lead to the identification of a compliance deficiency.

Question. how many program reviews, investigations, audits, or other reviews found;

Answer. The Department has identified 10 instances of incentive compensation noncompliance in the population of finalized program reviews, investigations, and other reviews conducted in fiscal years 2017–20 and fiscal year 2021 through July 28, 2020, and finalized compliance audit resolutions whose audit period included any part of fiscal years 2017–20 and fiscal year 2021 through July 28, 2021.

Question. Noncompliance with the requirements of incentive compensation; and the actions the Department has taken to ensure that institutions correct deficiencies in compliance with the requirements of incentive compensation

Answer. The Department has issued fine actions totaling \$3,411,002 for four institutions in fiscal years 2017–20 and fiscal year 2021 through July 28, 2021.

Question. In recent years, several for-profit colleges have attempted to convert to not-for-profit status in an effort to avoid the stigma associated with the predatory for-profit college industry and to avoid regulations meant to protect students and taxpayers. Dream Center Education Holdings, which collapsed leaving thousands of students stranded and whose conversion received preliminary Department approval, is just one example. Please provide a list of all for-profit conversions in the last 10 years including those pending (with current status), previously approved, and denied or withdrawn.

Answer. An Excel file providing the requested information is enclosed. Within the last 10 years, the Department has received 78 applications for a for-profit to nonprofit conversion. Of those 78 applications, the Department has made final decisions on 40 conversion requests as of August 1, 2021. Of those 40 decisions, 37 were approved.* The Department denied Argosy University’s request for nonprofit recognition. The Department also denied Grand Canyon University’s and the American Academy of Art College’s requests for nonprofit recognition when it approved their respective Change in Ownership applications. Additionally, 18 applications, including pre-acquisition review applications, were closed due to a voluntary withdrawal

*In August 2016, the four main locations operated by the Center for Excellence in Higher Education (CEHE) were originally denied their conversion request. Following the receipt of additional information and an updated valuation in October 2018, the Department determined that it would be appropriate to grant those institutions conditional approval to convert to nonprofit institutions and issued Provisional Program Participation Agreements in December 2018. The Department’s December 2018 determination of CEHE’s nonprofit status—based on the new information CEHE provided—also provided a basis to dismiss a longstanding lawsuit filed against the Department, because that was the relief sought in the lawsuit. Just recently, under pressure from further reviews of its conduct by FSA, CEHE made the decision to close its remaining campuses effective Aug. 1, 2021. Additionally, one approved Change in Ownership transaction involving Kaplan University and Purdue University resulted in Kaplan University’s conversion to public institution status (rather than to nonprofit institution status).

or school closure. There are 19 outstanding conversion requests, and one pending pre-acquisition application where the Change in Ownership date is imminent.

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 1

(Please Note: This table includes part 1 and part 2)

OPE ID	Institution Name	Accreditation	Ownership as For Profit	TIN (For Profit)	Ownership as Non-Profit
00162800	American Academy of Art	North Central Association of Colleges and Schools (Higher Learning Commission).	American Academy of Art, Inc.—Richard Otto—100% owner.	363778690	Council on Postsecondary Education, Inc. (changed name to American Academy of Art)
02266200	Helms Career Institute	Council on Occupational Education (COE).	American Professional Institute	582641179	Goodwill Industries of Middle Georgia, Inc.
03416500	Dallas Nursing Institute	Accrediting Bureau of Health Education Schools (ABHES).	ATI, Inc.	752060087	TCS Education—Texas, Inc.
03612300	Birthwise Midwifery School	Midwifery Education Accreditation Council.	Birthwise Midwifery School	200551503	Birthwise Midwifery School (corporation converted to Maine nonprofit and received 501(c)(3) designation)
00342100	Bob Jones University	Transnational Association of Christian Colleges and Schools (TRACS).	Bob Jones University, Inc.	570360095	BJU, Inc.
00751800	Apex Technical School	Accrediting Commission of Career Schools and Colleges (ACCS).	Breton International Inc.	131949995	Fedcap Group, Inc.
00188100	Asford University	WASC Senior College and University Commission (WSC).	Bridgepoint Education, Inc.	589551629	University of Arizona Foundation
00188100	Asford University	WASC Senior College and University Commission (WSC).	Bridgepoint Education, Inc.	589551629	AU NFP
00267800	Bryant & Stratton College	Middle States Commission on Higher Education.	Bryant & Stratton College, Inc.	160364420	Prentice Family Foundation, Inc.
02110800	California College San Diego	Accrediting Commission of Career Schools and Colleges (ACCS).	California College San Diego, Inc.	562364005	Center for Excellence in Higher Education
00488000	Central Penn College	Middle States Commission on Higher Education.	Central Pennsylvania Business School, Inc. / Central Penn, Inc. Employee Stock Ownership Plan Trust.	231857027232527882	Central Penn 1801
00488000	Central Penn College	Middle States Commission on Higher Education.	Central Pennsylvania Business School, Inc. / Central Penn, Inc. Employee Stock Ownership Plan Trust.	231857027232527882	Central Pennsylvania Educational Institution
03120300	CollegeAmerica Arizona	Accrediting Commission of Career Schools and Colleges (ACCS).	CollegeAmerica Arizona, Inc.	841611427	Center for Excellence in Higher Education
02594300	CollegeAmerica Denver	Accrediting Commission of Career Schools and Colleges (ACCS).	CollegeAmerica Denver, Inc.	841225827	Center for Excellence in Higher Education

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 1—Continued

(Please Note: This table includes part 1 and part 2)

OPE ID	Institution Name	Accreditation	Ownership as For Profit	TIN (For Profit)	Ownership as Non Profit
01274400	Southside College of Health Sciences ..	Accrediting Bureau of Health Education Schools (ABHES).	Community Health Systems, Inc	133893191	Bon Secours Mercy Health, Inc.
00149900	Everest University—Orlando, FL	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
00450700	Everest College—Thornton, CO	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
02237500	Everest College—Henderson, NV	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
00915700	Wyotech—Laramie, WY	Accrediting Commission of Career Schools and Colleges (ACCSC).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
00450300	Everest College—Colorado Springs, CO	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
00709100	Everest Institute—Pittsburgh, PA	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
00907900	Everest College—Portland, OR	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
00926700	Everest College—Newport News, VA	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
00982900	Everest Institute—Southfield, MI	Accrediting Commission of Career Schools and Colleges (ACCSC).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
01185800	Everest College—Skokie, IL	Accrediting Commission of Career Schools and Colleges (ACCSC).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
02250600	Everest College—Springfield, MO	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
02261300	Everest Institute—San Antonio, TX	Accrediting Commission of Career Schools and Colleges (ACCSC).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
02300100	Everest College—Bremerton, WA	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
02346200	Wyotech—Ormond Beach, FL	Accrediting Commission of Career Schools and Colleges (ACCSC).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
02606200	Everest College—Renton, WA	Accrediting Commission of Career Schools and Colleges (ACCSC).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
02617500	Everest College—Seattle, WA	Accrediting Council for Independent Colleges and Schools (AGICS).	Corinthian Colleges, Inc.	330717312	Zenith Education Group, Inc.
03367400	Community Care College	Accrediting Commission of Career Schools and Colleges (ACCSC).	Dental Directions, Inc.—Teresa Kline—100% owner.	731480285	Community HigherEd Institute
00758600	Remington College—Tampa, FL	Accrediting Commission of Career Schools and Colleges (ACCSC).	Education America, Inc.	710641858	Remington College
00777700	Remington College—Cleveland, OH	Accrediting Commission of Career Schools and Colleges (ACCSC).	Education America, Inc.	710641858	Remington College
02605500	Remington College—Mobile, AL	Accrediting Commission of Career Schools and Colleges (ACCSC).	Education America, Inc.	710641858	Remington College
03026500	Remington College—Houston, TX	Accrediting Commission of Career Schools and Colleges (ACCSC).	Education America, Inc.	710641858	Remington College
03012100	Remington College—Colorado Springs, CO.	Accrediting Council for Independent Colleges and Schools (AGICS).	Education America, Inc.	710641858	Remington College
02179900	Argosy University	WASC Senior College and University Commission (WSCU).	Education Management Corporation	251119571	The Dream Center Foundation
04051300	The Art Institute of Las Vegas (closed 12/13/19).	Accrediting Council for Independent Colleges and Schools (AGICS).	Education Management Corporation	251119571	The Dream Center Foundation
01019500	The Art Institute of Fort Lauderdale (closed 12/14/18).	Accrediting Council for Independent Colleges and Schools (AGICS).	Education Management Corporation	251119571	The Dream Center Foundation
02078900	The Art Institute of Colorado (closed 12/14/18).	Higher Learning Commission (HLC)	Education Management Corporation	251119571	The Dream Center Foundation
00747000	The Art Institute of Pittsburgh	Middle States Commission on Higher Education.	Education Management Corporation	251119571	The Dream Center Foundation
00781900	The Art Institute of Portland (closed 12/14/18).	Northwest Commission on Colleges and Universities.	Education Management Corporation	251119571	The Dream Center Foundation
00835000	The Art Institute of Philadelphia (closed 12/14/18).	Middle States Commission on Higher Education.	Education Management Corporation	251119571	The Dream Center Foundation
02291300	The Art Institute of Seattle	Northwest Commission on Colleges and Universities.	Education Management Corporation	251119571	The Dream Center Foundation
01258400	The Illinois Institute of Art (closed 12/14/18).	Higher Learning Commission (HLC)	Education Management Corporation	251119571	The Dream Center Foundation
00887800	Miami International University of Art & Design.	Southern Association of Colleges and Schools Commission (SACS).	Education Management Corporation	251119571	Educational Principles Foundation
01309900	South University	Southern Association of Colleges and Schools Commission (SACS).	Education Management Corporation	251119571	Educational Principles Foundation
00927000	The Art Institute of Atlanta	Southern Association of Colleges and Schools Commission (SACS).	Education Management Corporation	251119571	Educational Principles Foundation
02117100	The Art Institute of Houston	Southern Association of Colleges and Schools Commission (SACS).	Education Management Corporation	251119571	Educational Principles Foundation

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 1—Continued

(Please Note: This table includes part 1 and part 2)

OPE ID	Institution Name	Accreditation	Ownership as For Profit	TIN (For Profit)	Ownership as Non Profit
02547600	Florida National University	Southern Association of Colleges and Schools Commission (SACS).	Florida National University, Inc.	650021295	
04150100	Golden State College of Court Reporting & Captioning	Accrediting Council for Independent Colleges and Schools (ACICS).	Golden State College of Court Reporting & Captioning	593770508	Goodwill Industries of the Greater East Bay, Inc.
00458600	Kaplan University	North Central Association of Colleges and Schools (Higher Learning Commission).	Graham Holdings Company	530182885	Purdue University
00107400	Grand Canyon University	Higher Learning Commission (HLC)	Grand Canyon Education, Inc.	203356009	Gazelle University (changed name to Grand Canyon University)
01050900	Hallmark University	Accrediting Commission of Career Schools and Colleges (ACCSC).	Hallmark Aero-Tech, LP	741684588	Hallmark University, Inc.
00962100	Herzing University	North Central Association of Colleges and Schools (Higher Learning Commission).	Herzing Inc.	391040865	Herzing Educational Foundation
03374300	Florida Coastal School of Law	American Bar Association (ABA)	Infilaw Holding, LLC	113790327	PhoenixLaw Foundation
03173300	Atlanta's John Marshall Law School	American Bar Association	John Marshall Law School, LLC	202209157	John Marshall Law School, Inc.
03001200	McNally Smith College of Music	National Association of Schools of Music.	McNally Smith, Inc.	411540201	MSP College of Music
03813300	Northcentral University	WASC Senior College and University Commission (WASC).	NCU Holdings, LLC/Innova Management Group, Inc./Northcentral University, Inc.	860830587	WestMed (changed name to Northcentral University (affiliated with National University System))
00743700	Pittsburgh Technical Institute	Middle States Commission on Higher Education.	Pittsburgh Technical Institute Employee Stock Ownership Plan.	270093054	Center for Excellence in Education, Inc.
02539600	Ross Medical Education Center	Accrediting Bureau of Health Education Schools (ABHES).	Ross Education Holdings, LLC	202222476	Ross Education Holdings, LLC
02099700	Ross Medical Education Center	Accrediting Bureau of Health Education Schools (ABHES).	Ross Education Holdings, LLC	202222476	Ross Education Holdings, LLC
02246300	Ross Medical Education Center	Accrediting Bureau of Health Education Schools (ABHES).	Ross Education Holdings, LLC	202222476	Ross Education Holdings, LLC
02339700	Ross Medical Education Center	Accrediting Bureau of Health Education Schools (ABHES).	Ross Education Holdings, LLC	202222476	Ross Education Holdings, LLC
02180100	Ross Medical Education Center	Accrediting Bureau of Health Education Schools (ABHES).	Ross Education Holdings, LLC	202222476	Ross Education Holdings, LLC
00746800	School of Visual Arts	Middle States Commission on Higher Education.	School of Visual Arts, Inc.	135568364	SVA Alumni Association, Inc.
00746800	School of Visual Arts	Middle States Commission on Higher Education.	School of Visual Arts, Inc.	135568364	SVA Alumni Society, Inc. (501c)(3))
03280300	Seattle Institute of East Asian Medicine	Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM).	Seattle Inst. of Oriental Medicine	911637769	Center for Integrated Care
04195600	Tribeca Flashpoint College	Accrediting Council for Independent Colleges and Schools (ACICS).	Sterling Partners—Small Market Growth 2009, L.P.	263922906	Columbia College Hollywood
00367400	Stevens Henager College	Accrediting Commission of Career Schools and Colleges (ACCSC).	Stevens Henager College, Inc.	87050023	Center for Excellence in Higher Education
02326900	Sunstate Academy—Ft. Myers	Accrediting Commission of Career Schools and Colleges (ACCSC).	Sunstate College, Inc.	592390702	Compass Rose Foundation, Inc.
02524000	Sunstate Academy—Clearwater	Accrediting Commission of Career Schools and Colleges (ACCSC).	Sunstate College, Inc.	592390702	Compass Rose Foundation, Inc.
02491500	Southwest University of Visual Arts	Higher Learning Commission (HLC)	The Art Center (a Subchapter S Corporation).	860567728	The Art Center
02151900	Keiser University	Southern Association of Colleges and Schools Commission (SACS).	The Keiser School, Inc.	591829662	Everglades College
03549300	Ultimate Medical Academy	Accrediting Council for Independent Colleges and Schools (ACICS).	Ultimate Medical Academy, LLC	202000570	UMA Education, Inc.
00170300	Kendall College	North Central Association of Colleges and Schools (Higher Learning Commission).	Wengen Alberta, Limited Partnership (Laureate Education).	208658661	National Louis University
03874300	Cambridge Junior College	Accrediting Council for Independent Colleges and Schools (ACICS).	Workforce Training Solutions, Inc.	680466305	ASPIRA Inc. of Pennsylvania

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 2

(Please Note: Column 1 repeated from Part 1)

OPE ID	TIN (Non Profit)	Current Status	Application Date	TPPPA Date	PPPA Date	Status	Closed Date
00162800	463291995	Change in Ownership occurred and PPPA issued on 1/5/2021 which allows the school to participate in Title IV, HEA programs under its new ownership. However, the institution's request for recognition as a nonprofit institution was denied on 1/5/2021. The IHE subsequently submitted a request for reconsideration for the Department's review on 3/26/2021. The Department is evaluating the submission and request for reconsideration on nonprofit status.	12/9/2014		1/7/2021	OID approved—conversion to non-profit denied.	
02266200	581249683	Change in Ownership and conversion—Approved PPPA issued 2/9/14; Institution closed 12/31/15.	8/9/2013		2/9/2014	Approved—Inst Closed	12/31/2015
03416500	364769956	Change in Ownership and conversion—Approved PPPA issued 12/29/14.	10/18/2013		12/29/2014	Approved	
03612300	200551503	Application submitted 3/4/2021; TPPPA issued 4/21/2021; application under review.	3/4/2021	4/21/2021		Pending	
00342100	571088101	Change in Ownership has occurred—Change in Ownership and conversion pending final review and determination by the Department.	3/10/2017	8/31/2020		Pending	
00751800	830765672	Application submitted 1/23/2020; abbreviated pre-acquisition review letter issued 9/3/2020; transaction closed 9/15/2020; TPPPA issued 9/28/2020; application under review.	1/23/2020	8/28/2020		Pending	
00188100	866050388	Application submitted 10/2/2020; application under review	10/2/2020	1/11/2021		Pending	
00188100	890529932	Change of ownership and conversion application originally submitted 11/7/2018; revised transaction information submitted on 2/12/2020. In July 2019, ED issued preacquisition review letter identifying a \$103 million LOC requirement for the 2018 proposed transaction. The institution submitted an update to the proposed transaction which resulted in ED omitting the LOC requirement in July 2020. However, the institution proceeded with a third type of transaction, involving U. of Arizona Foundation, discussed in the preceding row.	11/7/2018			Withdrawn	
00267800	202557712	Application submitted 2/26/2020; application under review	2/26/2020	12/10/2020		Pending	

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 2—Continued

(Please Note: Column 1 repeated from Part 1)

OPE ID	TIN (Non Profit)	Current Status	Application Date	IPPPA Date	PPPA Date	Status	Closed Date
02110800	208091013	Change in Ownership Approved and PPPA issued on 8/31/16 Conversion application denied on 8/11/16. Institution submitted additional information and filed lawsuit which was eventually settled. Conversion approved on the basis of updated information regarding the transaction, and PPPAs issued 12/15/18.	11/7/2012		12/19/2018	Approved—Inst Closed	8/1/2021
00489000	852896788	Abbreviated pre-acquisition review determination letter issued 6/11/2021; transaction closing scheduled for 9/22/2021.	3/26/2021			Pending—Pre-acq	
00488000	821929993	Application submitted 12/14/2018; Institution requested application be purged 9/6/19.	12/14/2018			Withdrawn	
08120300	208091013	Change in Ownership Approved and PPPA issued on 8/31/16 Conversion application denied on 8/11/16. Institution submitted additional information and filed lawsuit which was eventually settled. Conversion approved on the basis of updated information regarding the transaction, and PPPAs issued 12/15/18.	11/7/2012		12/19/2018	Approved—Inst Closed	8/1/2021
02594300	208091013	Change in Ownership Approved and PPPA issued on 8/31/16 Conversion application denied on 8/11/16. Institution submitted additional information and filed lawsuit which was eventually settled. Conversion approved on the basis of updated information regarding the transaction, and PPPAs issued 12/15/18.	11/7/2012		12/19/2018	Approved—Inst Closed	8/1/2021
01274400	521301086	Application submitted 1/14/2020; transaction closed 1/1/2020; TPPPA issued 3/26/2020; application under review.	1/14/2020	3/26/2020		Pending	
00149300	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15	4/10/2014		7/24/2015	Approved	
00450700	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 6/30/19.	4/10/2014		7/24/2015	Approved—Inst Closed	6/30/2019
02237500	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15. Sold by Zenith to for-profit owner, Nevada Career Education, Inc. on 11/6/18.	4/10/2014		7/24/2015	Approved	
00815700	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Sold by Zenith to for-profit owner, DEUDW Enterprises LLC on 7/1/18.	4/10/2014		7/24/2015	Approved	
00450300	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 9/30/18.	4/10/2014		7/24/2015	Approved—Inst Closed	9/30/2018
00708100	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 2/17/16.	4/10/2014		7/24/2015	Approved—Inst Closed	2/17/2016
00907900	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 8/22/16.	4/10/2014		7/24/2015	Approved—Inst Closed	8/22/2016
00926700	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 9/30/18.	4/10/2014		7/24/2015	Approved—Inst Closed	9/30/2018
00982800	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 9/30/18.	4/10/2014		7/24/2015	Approved—Inst Closed	9/30/2018
01185800	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 8/25/15.	4/10/2014		7/24/2015	Approved—Inst Closed	8/25/2015
02250600	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 6/20/17.	4/10/2014		7/24/2015	Approved—Inst Closed	6/20/2017
02261300	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 9/30/18.	4/10/2014		7/24/2015	Approved—Inst Closed	9/30/2018
02300100	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 9/30/18.	4/10/2014		7/24/2015	Approved—Inst Closed	9/30/2018
02346200	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 6/28/18.	4/10/2014		7/24/2015	Approved—Inst Closed	6/28/2018
02606200	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 7/25/16.	4/10/2014		7/24/2015	Approved—Inst Closed	7/25/2016
02617500	472237488	Change in Ownership and conversion—Approved PPPA issued 7/24/15; Institution closed 9/30/18.	4/10/2014		7/24/2015	Approved—Inst Closed	9/30/2018
03367400	472654761	Change in Ownership has occurred on 6/30/2015—Change in Ownership and conversion pending final review and determination by the Department.	4/30/2015	7/28/2015		Pending	
00758600	273339969	Change in Ownership and conversion—Approved PPPA issued 12/15/11. Merged into Remington Houston, TX campus on 7/3/13, now an additional location, no longer separately eligible.	11/16/2010		12/15/2011	Approved	
00777700	273339969	Change in Ownership and conversion—Approved PPPA issued 12/15/11. Merged into Remington Houston, TX campus on 7/3/13, now an additional location, no longer separately eligible.	11/16/2010		12/15/2011	Approved	
02605500	273339969	Change in Ownership and conversion—Approved PPPA issued 12/15/11. Merged into Remington Houston, TX campus on 7/3/13, now an additional location, no longer separately eligible.	11/16/2010		12/15/2011	Approved	
03026500	273339969	Change in Ownership and conversion—Approved PPPA issued 12/15/11.	11/16/2010		12/15/2011	Approved	
03012100	273339969	Change in Ownership and conversion—Approved PPPA issued 12/15/11. Withdraw from Title IV 5/20/14.	11/16/2010		12/15/2011	Approved—Inst Closed	5/20/2014

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 2—Continued

(Please Note: Column 1 repeated from Part 1.)

OPE ID	TIN (Non Profit)	Current Status	Application Date	TPPPA Date	PPPA Date	Status	Closed Date
0217900	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. The institution was included in the DCEH receivership filed in January 2019. The Department denied Argosy's request for change of ownership and conversion to nonprofit status on February 27, 2019, thereby terminating its eligibility. In March 2019 the receiver closed all Argosy campuses, other than its law school (Western State College of Law). The law school is in the process of becoming an additional location of Westcliff University. No further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	5/11/2016	11/30/2017	.....	Denied—(see current status)	3/8/2019
04051300	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. The institution was included in the DCEH receivership filed in January 2019. The institution closed due to loss of accreditation on 12/13/19. No further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	5/11/2016	11/30/2017	.....	Institution Closed	12/13/2019
01019500	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. DCEH closed the institution on 12/14/18 as part of a planned closure. Subsequently, DCEH and its subsidiaries were subject to a receivership order entered by a federal court in January 2019. As a result of the receivership and closure of the school, no further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	8/30/2016	11/30/2017	.....	Institution Closed	12/14/2018
02078900	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. DCEH closed the institution on 12/14/18 as part of a planned closure. Subsequently, DCEH and its subsidiaries were subject to a receivership order entered by a federal court in January 2019. As a result of the receivership and closure of the school, no further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	8/30/2016	2/20/2018	.....	Institution Closed	12/14/2018
00747000	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. DCEH closed the institution on 12/14/18 as part of a planned closure. Subsequently, DCEH and its subsidiaries were subject to a receivership order entered by a federal court in January 2019. As a result of the receivership and closure of the school, no further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	8/30/2016	2/20/2018	.....	Institution Closed	3/8/2019
00781900	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. DCEH closed the institution on 12/14/18 as part of a planned closure. Subsequently, DCEH and its subsidiaries were subject to a receivership order entered by a federal court in January 2019. As a result of the receivership and closure of the school, no further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	8/31/2016	11/30/2017	.....	Institution Closed	12/14/2018
00835000	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. DCEH closed the institution on 12/14/18 as part of a planned closure. Subsequently, DCEH and its subsidiaries were subject to a receivership order entered by a federal court in January 2019. As a result of the receivership and closure of the school, no further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	8/31/2016	2/20/2018	.....	Institution Closed	12/14/2018

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 2—Continued

(Please Note: Column 1 repeated from Part 1.)

OPE ID	TIN (Non Profit)	Current Status	Application Date	TPPPA Date	PPPA Date	Status	Closed Date
02291300	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. The institution was included in the DCEH receivership filed in January 2019. The receiver closed the institution on 3/8/19. No further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	8/31/2016	10/17/2017	.....	Institution Closed .....	.....
01258400	412269686	Preacquisition review completed in September 2017, and the institution was thereafter acquired by the Dream Center Educational Holdings school group. The institution was included in the DCEH receivership filed in January 2019. The receiver closed the institution on 3/8/19. No further action will be taken on the change of ownership or requested conversion to nonprofit status under Dream Center ownership.	9/1/2016	2/20/2018	.....	Institution Closed	12/14/2018
00887800	464265864	Prior to the institution's acquisition by EPF, the institution was owned by Dream Center Foundation, another nonprofit. The change of ownership to EPF and conversion to nonprofit status is currently under review.	9/25/2017	2/28/2019	.....	Pending .....	.....
01303900	464265864	Prior to the institution's acquisition by EPF, the institution was owned by Dream Center Foundation, another nonprofit. The change of ownership to EPF and conversion to nonprofit status is currently under review.	1/18/2019	2/28/2019	.....	Pending .....	.....
00927000	464265864	Prior to the institution's acquisition by EPF, the institution was owned by Dream Center Foundation, another nonprofit. The change of ownership to EPF and conversion to nonprofit status is currently under review.	1/18/2019	2/28/2019	.....	Pending .....	.....
02117100	464265864	Prior to the institution's acquisition by EPF, the institution was owned by Dream Center Foundation, another nonprofit. The change of ownership to EPF and conversion to nonprofit status is currently under review.	1/18/2019	2/28/2019	.....	Pending .....	.....
02547600	.....	Application Purged 12/20/2018	10/17/2018	.....	.....	Withdrawn .....	.....
04150100	.....	Institution closed on March 9, 2018 .....	.....	.....	.....	Withdrawn .....	.....
00458600	356002041	Change in ownership to become affiliate of a public institution approved. PPPA issued on 8/24/18Purdue University Global is new name of institution.	6/19/2017	.....	8/24/2018	Approved .....	.....
00107400	472507725	Grand Canyon announced the closing of its sale to a nonprofit entity in July 2018 without the Department's completion of the requested pre-acquisition review. On 11/5/2019 the Department approved GCU's change of ownership and denied its request for nonprofit status. GCU subsequently submitted additional information for the Department's review and requested reconsideration on 1/6/2020 with additional submissions on 5/6/2020 and 5/12/2020. The Department conducted a supplemental review after additional requested information was submitted. Reconsideration decision letter denied nonprofit conversion request on 1/12/2021. Grand Canyon files lawsuit against ED due to denial of nonprofit conversion on 2/2/2021 in US District Court in Arizona.	1/18/2018	.....	11/14/2019	CIO approved—conversion to non-profit denied.	.....
01050900	45462000	Change in Ownership and conversion—Approved PPPA issued 6/12/14	11/15/2012	.....	6/12/2014	Approved .....	.....
00962100	271503961	Change in Ownership and conversion—Approved PPPA issued on 2/13/18.	.....	.....	2/13/2018	Approved .....	.....
09374300	.....	The school intended to contribute all of its assets and liabilities to a non-profit foundation, the PhoenixLaw Foundation, an Arizona non-profit; abbreviated preacquisition offer issued—school withdrew this application because ABA would not approve the transaction—proposed transaction with Campbellville University (KY) has been described but not formally applied.	5/24/2019	.....	.....	Withdrawn .....	.....
09179300	811827820	Application submitted 2/13/2020; comprehensive pre-acquisition review letter issued 11/15/2020; transaction closed 12/31/2020; TPPPA issued 3/31/2021; application under review.	2/13/2020	9/31/2021	.....	Pending .....	.....
03001200	.....	The Preacquisition review was completed, but the institution closed on December 15, 2017.	12/19/2016	.....	.....	Institution Closed	12/15/2017
09813300	900171867	Change in Ownership has occurred—Change in Ownership and conversion pending final review and determination by the Department.	9/6/2018	10/17/2019	.....	Pending .....	.....
00743700	810803939	Change in Ownership and conversion—Approved PPPA issued on 9/27/17.	5/26/2016	.....	9/27/2017	Approved .....	.....
02539600	202222476	Application submitted on 2/18/2019; abbreviated pre-acquisition review letter issued on 12/6/2020; transaction closed on 2/1/2021; TPPPA issued on 3/31/2021; application under review.	2/18/2019	9/31/2021	.....	Pending .....	.....
02099700	202222476	Application submitted on 2/18/2019; abbreviated pre-acquisition review letter issued on 12/6/2020; transaction closed on 2/1/2021; TPPPA issued on 3/31/2021; application under review.	2/18/2019	9/31/2021	.....	Pending .....	.....

Proprietary to Non-Profit Conversions—Status of Applications During 10 Year Period through August 1, 2021

PART 2—Continued

(Please Note: Column 1 repeated from Part 1)

OPF ID	TIN (Non Profit)	Current Status	Application Date	TPPFA Date	PPFA Date	Status	Closed Date
02246300	202222476	Application submitted on 2/18/2019; abbreviated pre-acquisition review letter issued on 12/8/2020; transaction closed on 2/1/2021; TPPFA issued on 3/31/2021; application under review.	2/18/2019	3/31/2021		Pending	
02389700	202222476	Application submitted on 2/18/2019; abbreviated pre-acquisition review letter issued on 12/8/2020; transaction closed on 2/1/2021; TPPFA issued on 3/31/2021; application under review.	2/18/2019	3/31/2021		Pending	
02180100	202222476	Application submitted on 2/18/2019; abbreviated pre-acquisition review letter issued on 12/8/2020; transaction closed on 2/1/2021; TPPFA issued on 3/31/2021; application under review.	2/18/2019	3/31/2021		Pending	
00746800		Application submitted 9/12/2019; application withdrawn 8/21/2020—plan to finalize the transaction later for a 5/1/2021 close.	5/31/2016			Withdrawn	
00746800	237193748	Preacquisition Review completed. Application purged on 6/22/18	9/12/2019			Withdrawn	
03280300	271791496	Application submitted 4/15/2019; transaction closed 9/1/2019; TPPFA issued 3/2/2021; application under review.	4/15/2019	3/2/2021		Pending	
04195600	952077629	Acquisition of Trabea as an additional location of Columbia closed on 3/20/18. Merger approved, full PPAs reflecting merger issued 6/11/18. No longer separately eligible.	1/3/2017		6/1/2018	Approved	
00367400	208091013	Change in Ownership Approved and TPPFA issued on 8/31/16. Conversion application denied on 8/17/16. Institution submitted additional information and filed lawsuit which was eventually settled. Conversion approved on the basis of updated information regarding the transaction, and PPAs issued 12/19/18.	11/7/2012		12/19/2018	Approved—Inst Closed	8/1/2021
02326900	590972013	Change in Ownership and conversion—Approved PPAs issued on 10/18/17.	9/11/2015		10/18/2017	Approved	
02524000	590972013	Change in Ownership and conversion—Approved PPAs issued on 10/18/17.	9/11/2015		10/18/2017	Approved	
02491500	860677728	SIWA has changed its tax status under an Arizona law that allows an existing corporation to transition to nonprofit. That transaction has occurred and a TPPFA has been issued. While the conversion to nonprofit status was under review by the Department, the institution entered bankruptcy and closed 11/30/2020.	1/3/2019	4/1/2019		Institution Closed	11/30/2020
02151900	650216638	Change in Ownership and conversion—Approved TPPFA issued 8/10/11	11/1/2010		8/10/2011	Approved	
03549300	472578950	Change in Ownership and conversion—Approved TPPFA issued 7/9/15	4/1/2015		7/9/2015	Approved	
00170300	362167804	Acquisition of Kendall as an additional location of National Louis. Merger approved, full PPAs reflecting merger issued 9/20/18. No longer separately eligible.	1/17/2018		9/20/2018	Approved	
03874300		Application voluntarily withdrawn by ownership (purged 10/1/2016)	6/5/2015			Withdrawn	

Question. Please provide, disaggregated for Corinthian Colleges, Inc., ITT Educational Services, Inc., Charlotte School of Law, Education Corporation of America, Vatterott Colleges, and Dream Center Education Holdings, respectively:

The number of borrowers and the total loan amount of such borrowers for whom the Department estimates are eligible for the applicable closed school discharge window (either 120 days or as extended due to “exceptional circumstances”);

The number of borrowers and the total loan amount of borrowers who applied for a non-automatic, traditional closed school discharge;

The number of borrowers and the total loan amount that has been discharged through non-automatic, traditional closed school discharge;

The number of borrowers and the total loan amount that has been discharged through automatic closed school discharge; and

The number of borrowers and the total loan amount of such borrowers in some form of debt collection (Treasury offset, wage garnishment, assigned to PCAs).

Answer. Please find an Excel file with the requested data enclosed.

	Durbin 16.a- Estimated Eligible Borrowers for Closed School Discharge		Durbin 16.b- Borrowers Who Applied for a Non-Automatic, Traditional Closed School Discharge		Durbin 16.c- Borrowers Who Received Closed School Discharge		Durbin 16.d- Borrowers Who Received Automatic Closed School Discharge		Durbin 16.e- the number of borrowers and the total loan amount of such borrowers in some form of debt collection (Treasury offset, wage garnishment, assigned to PCAs).	
	Borrowers	Dollars (in millions)	Borrowers	Dollars (in millions)	Borrowers	Dollars (in millions)	Borrowers	Dollars (in millions)	Borrowers*	Value of Loans (in millions)*
Charlotte School of Law	100	\$	200	\$	100	\$	<10	Privacy Restricted	100	15
Dream Center Education Holdings	7,900	\$	9,600	\$	4,300	\$	103	Not Yet Eligible	86,500	1,325
Education Corporation of America	11,900	\$	11,700	\$	4,500	\$	39	Not Yet Eligible	391,900	1,084
ITT Educational Service	25,800	\$	30,700	\$	18,600	\$	250	8000	99	72,800
Vatterott Acquisition Co.	1,500	\$	1,300	\$	900	\$	11	Not Yet Eligible	15,200	270
Corinthian Colleges	17,500	\$	10,500	\$	9,500	\$	104	8100	96	42,000

NOTES

* Estimated eligibility for closed school discharge was calculated as of July 22, 2021, and excludes Title IV borrowers who graduated, transferred, or whose loans were subsequently cancelled.

Non-Title IV aid recipients are not eligible for closed school discharge.

* For 16.b, application data was reported directly by the current federal servicers, including DMCS and ECSI (which weren't reported in the past). Applications submitted to former federal servicers are not included in the counts (i.e. Cornerstone). Dollar amounts are based on outstanding balance at the time of application.

* Durbin 15.c and 15.d were run as of 7/22/2021.

* Borrower counts are rounded to the nearest 100. Dollar counts are rounded to the nearest million.

* Borrowers may be counted more than once in the discharge numbers if the same borrower attended more than one location of the school.

* Schools that have not been closed for at least three years are not eligible for automatic closed school discharge.

* Data for Durbin 16.c only includes non-consolidation loans. Please note that the data reported in 16.c only includes those currently assigned to PCAs since pursuant to the Coronavirus Aid, Relief, and Economic Security (CARES) Act, all collection activities on federal student loans are suspended as of March 13, 2020. The "Value of Loans" column is the total dollar value of positive balance loans as of July 23, 2021. Borrowers could be counted multiple times if they owe loans for more than one school that is part of the same school group.

Question. Your predecessor allowed borrower defense claims to balloon at the Department without processing any claim for more than a year. At one time, the backlog had grown to several hundred thousand claims. As pressure mounted to clear the backlog—of her own creation—Secretary DeVos issued blanket and cursory denials of tens of thousands of claims. Many of these are potentially meritorious claims that were simply cast aside by the previous administration that always looked at borrower defense as more of a problem to ignore than a mechanism for justice and

fairness. What steps will you take to review the DeVos Department's borrower defense denials?

Answer. The Department agrees that all borrowers who have filed borrower defense to repayment applications deserve a thorough and fair review that is done as expediently as possible. While the Department continues to approve new categories of borrower defense claims, I have asked Federal Student Aid to conduct extensive outreach to state attorneys general, other government agencies, and any other parties that might be in possession of evidence showing institutional misconduct. I have also asked FSA to reopen any borrower defense denials when new evidence, or any other evidence in FSA's possession, indicates misconduct or other concerns that were not considered during the initial adjudication. In addition, FSA is conducting a review of our policies related to borrower defense and will reopen any denied claims based upon any of those policy changes.

The Department is working diligently to process borrower defense claims in a timely manner. We are aware of the significant number of borrowers with a denied claim and are reviewing potential options for these borrowers.

Question. You recently announced an ambitious higher education regulatory agenda which will include topics like gainful employment, for-profit conversions, borrower defense, financial responsibility, administrative capability. While I'm pleased the Department is undertaking this process, it is lengthy and the Department's rules subject to litigation. As it goes through the negotiated rulemaking process, how will the Department—under your leadership—use its extensive existing authorities to engage in aggressive oversight and enforcement activities related to predatory for-profit colleges?

Answer. The Department of Education is working to ensure stronger oversight of predatory institutions through multiple venues. I expect that the rulemaking process will help the Department to design far stronger protections against predatory practices by institutions. Additionally, the Office of Federal Student Aid is working to ensure careful oversight of institutions, investigating reports of problematic practices and increasing monitoring of institutions that receive Federal aid under Title IV of the Higher Education Act. The new Chief Operating Officer of FSA, Richard Cordray, is committed to ensuring consumer protection is embedded in how FSA serves students and borrowers.

Question. During the Obama Administration, then-Secretary Arne Duncan created a Federal interagency taskforce to coordinate oversight and enforcement efforts related to for-profit colleges. The task force was based on a bill that the late Rep. Elijah Cummings and I wrote called the Proprietary Education Oversight Coordination Improvement Act. The task force was successful in coordinating Federal action in response to misconduct by several for-profit colleges—including a \$100 million DeVry settlement with the Federal Trade Commission. Would you be open to recreating this task force that was disbanded by Secretary DeVos?

Answer. The Department is deeply interested in strengthening oversight of misconduct across higher education. The interagency task-force created by the Obama Administration provided a critical opportunity for collaboration to identify potential illegal practices and misrepresentations. The Department is already working to re-establish those relationships with other Federal agencies through MOUs and data-sharing agreements, as well as opening the lines of communication with state Attorneys General, to improve accountability in higher education.

Question. As part of the American Rescue Plan (Public Law 117-2), Congress closed the 90/10 loophole which incentivized for-profit colleges to prey on student veterans and servicemembers. I understand that the bill prohibited the Department from promulgating regulations to implement the statutory change before October 2021. In the meantime, will the Department release Federal 90/10 data which counts accurately as Federal revenue all revenue received by for-profit colleges from Federal taxpayer-funded educational assistance programs? This would include Department of Veterans Affairs GI Bill and Department of Defense Tuition Assistance funding. While this data could not be used for enforcement purposes yet, it would be very helpful to the public's understanding of the problem. In fact, the Department released this data, upon my request, in December 2016. On December 10, 2018, Chairman Takano, Senator Carper, Representative Cohen, Ranking Member Murray, Chairwoman DeLauro, Ranking Member Reed, Chairman Adam Smith, Senator Blumenthal, Representative Susan Davis, and I wrote to then-Secretary DeVos asking her to continue this data release. She refused during her tenure.

Answer. As referenced in your question, section 2013 the American Rescue Plan Act modifies section 487(a)(24) of the Higher Education Act of 1965 (HEA) to require a proprietary institution to derive not less than 10 percent of such institution's revenues from sources other than "Federal funds that are disbursed or delivered to or on behalf of a student to be used to attend such institution." The Department unfor-

unately does not have an updated report covering Federal 90/10 data that counts accurately as Federal revenue all revenue received by for-profit colleges from Federal taxpayer-funded educational assistance programs report to release to you. Additionally, the Department does not maintain the requisite VA, DoD, and other Federal education benefits program funding data to prepare an updated 90/10 impact analysis.

The Department wishes to clarify that although it released a 90/10 data report in 2016 covering VA and DoD funds, the Department did not prepare that report. The Department's 2016 press release indicates DoD and VA prepared that 90/10 estimate. The Department's December 21, 2016, transmittal letter identifies significant data limitations and includes a cautionary note against using the data to draw inferences about individual institutions or trends. The Department's subsequent March 28, 2019, response to your December 2018 letter reiterated these themes.

Due to the complexity and individualized nature of the 90/10 evaluation including, but not limited to, a requirement for an institution to use the cash basis of accounting under section 487(d)(1)(A) of the HEA, an institution's 90/10 compliance is disclosed in an institution's audited financial statement notes. To perform an accurate analysis of the impact of the statutory change, an evaluation must be conducted at the individual student account receivable level for every recipient of any type of Federal taxpayer-funded educational assistance program who attended every proprietary school. This type of analysis is necessary in view of the requirements. The Department has no confidence that any other analytical approach would yield the accurate assessment requested.

The Department appreciates your longstanding concern with institutions receiving Federal education benefits from multiple funding sources. However, the knowing release of a report that uses questionable data and depends on unsound assumptions could have harmful effects in advance of the upcoming rulemaking, including possibly misinforming and misleading members of the public who may seek to forecast the anticipated impact of new rules, which may undermine public trust. The Department is also concerned that the release of an inaccurate report would violate the Government Accountability Office's (GAO's) Standards for Internal Control in the Federal Government (GAO-14-704G), especially Principle 13, "Use Quality Data."

Question. Over the last four fiscal years, this Subcommittee—with the support of Chairman Blunt and Ranking Member Murray—has provided \$24 million to an Open Textbooks Pilot to expand the use of open textbooks on college campuses to achieve savings for students. While this program may be small, it has energized students and faculty across the country who see open textbooks—free, high-quality alternatives to costly traditional textbooks—as key to reducing student debt and improving learning outcomes. Many students don't purchase required course materials because they are too costly. It puts them at an academic disadvantage and hits low-income, first-generation, and students of color hardest. So, on a bipartisan basis, Congress created this program. In early June, the Department made nine new awards with its fiscal year 2021 appropriation—funding down the slate of fiscal year 2020 applications. I am pleased that the Department took Congressional directive and made a great number of awards. In order to do so though, the Department only funded 1 year of the applicants' projects. It was my understanding that if the Department took that step, it would fully fund those nine projects pending the appropriation of additional funds in fiscal year 2022.

Please confirm that remains the Department's intention.

How is that intention being relayed, with the appropriate caveats, to the 9 grantees?

Answer. The Department worked extensively with Congress to identify and implement a funding strategy that would maximize the number of new awards in fiscal year 2021 that could be awarded with the \$7 million in available funding, ultimately making nine new awards from the fiscal year 2020 slate. This strategy required a shift from the previous strategy of frontloading OTP grantees, an approach that fully paid all multi-year project costs with a single year's appropriation, but which consequently required making a much smaller number of awards. The larger number of awards enabled by the shift to incremental funding allowed roughly twice as many highly rated applicants to launch their projects in fiscal year 2021 as would have been possible with frontloading. The Department used approximately \$5.9 million to pay first-year costs and approximately \$1.1 million to partially pay down the second-year costs for the 2021 OTP cohort. We plan to use an estimated \$8.3 million in fiscal year 2022 funds to pay remaining second- and third-year costs for this cohort, as shown in the fiscal year 2022 Congressional budget justification for this program.

While the project period for these grantees does not begin until September 1, 2021, program staff have held post-award calls with the nine grantees to explain the impact of the change in funding strategies for the 2021 OTP cohort.

Question. When you came before us, I asked you about the high percentage of denials under the Public Service Loan Forgiveness (PSLF) program. You voiced your support for PSLF and your determination that borrowers receive the forgiveness that they expected and to which they are entitled. PSLF reform is part of the higher education regulatory agenda that you have announced. What steps will you take administratively, outside of formal rulemaking, to help fix the problems with PSLF?

Answer. As we continue investigating the challenges of PSLF, the Department is committed to undertaking a serious review of the PSLF program and to making improvements that will result in better access to relief for eligible borrowers. In addition to including PSLF on the regulatory agenda, we recently issued a Request for Information (RFI), inviting feedback on borrower experiences and possible policy solutions with the PSLF program, to identify broader areas for improvement. The Department has already begun to make improvements, including by launching and updating the PSLF Help Tool, by allowing lump sum and prepayments to count as qualifying payments, and by creating a single application for PSLF, Temporary Expanded PSLF (TEPSLF), and Employment Certification Forms (ECFs). We look forward to making additional administrative and operational improvements that help eligible borrowers access the benefits they have earned.

Further, on October 6, 2021, the Department of Education announced an overhaul of the PSLF Program that it will implement over the next year to make the program live up to its promise. This policy will result in 22,000 borrowers who have consolidated loans—including previously ineligible loans—being immediately eligible for \$1.74 billion in forgiveness without the need for further action on their part. Another 27,000 borrowers could potentially qualify for an additional \$2.82 billion in forgiveness if they certify additional periods of employment. All told, the Department estimates that over 550,000 borrowers who have previously consolidated will see an increase in qualifying payments with the average borrower receiving another 2 years of progress toward forgiveness. Many more will also see progress as borrowers consolidate into the Direct Loan program and apply for PSLF, and as the Department rolls out other changes in the weeks and months ahead.

The first major change will result in a limited PSLF waiver that allows all payments by student borrowers to count toward PSLF, regardless of loan program or payment plan. This waiver will allow student borrowers to count all payments made on loans from the Federal Family Education Loan (FFEL) Program or Perkins Loan Program. It will also waive restrictions on the type of repayment plan and the requirement that payments be made in the full amount and on-time for all borrowers.

Given this new policy, borrowers who currently have FFEL, Perkins, or other non-Direct Loans, will receive the benefit of this limited waiver if they apply to consolidate into the Direct Loan program and submit a PSLF form by October 31, 2022. The waiver applies to loans taken out by students.

Also, these changes will allow active duty service members to count deferments and forbearances toward PSLF. This solves a problem for service members who have paused payments while on active duty but were not getting credit toward PSLF.

The Department is automatically providing credit toward PSLF for military service members and Federal employees using Federal data matches. The Department will implement data matches next year to give these borrowers credit toward PSLF without an application.

Finally, the Department is reviewing denied PSLF applications for errors and giving borrowers the ability to have their PSLF determinations reconsidered. These actions will help identify and address servicing errors or other issues that have prevented borrowers from getting the PSLF credit they deserve.

Question. Students' Federal financial aid for higher education is dependent on their expected family contribution. For many students from low-income families, their expected family contribution qualifies them for Federal assistance in the form of a Pell Grant. To confirm accurate family contributions, some financial aid applications are flagged for additional verification. Past data from the Department shows that over half of Pell-eligible applicants were selected for verification in 2015–2016. It is estimated that more than 1 in 5 low-income students selected for verification never complete the process, thus never end up receiving Federal financial aid. Students who receive Pell grants have much higher college retention rates than their peers who are Pell eligible but do not receive the aid. This data implies it is possible that the verification process is disproportionately harming the educational success of low-income students, which is the opposite intention of the Pell Grant program. The 2017/2018 Award Year ushered in a new verification model. The Quality Assurance Program ended, which had given institutions of higher education discretion on

application verification, leaving the Department to select which students needed to be verified. The risk-model developed by the Department to identify which FAFSA applications needed verification led to a drastically higher percentage of applications flagged. In fact, some schools reported that nearly 50 percent of Pell eligible students were selected for verification multiple times over their course of study even though their financial information hadn't changed.

Please provide the metrics by which the Department selects which applications are to be verified.

Answer. Prior to 2018, FSA relied solely on a Classification and Regression Tree (CART) model to choose FAFSA filers for financial verification. The CART model used combinations of Targeted Selection Criteria (TSC) to choose FAFSA filers for verification. In September 2017, FSA funded the creation of an advanced Python-coded machine learning model (MLM) to improve FSA's verification selection model by better identifying applicants for whom an error on the FAFSA was more likely to impact their Expected Family Contribution and, ultimately, their Federal aid award. FSA has used this model since October 1, 2018. The MLM updates the criteria used for selection of FAFSA filers for verification to a gradient boosting classification and regression model. The metrics the model employs to choose FAFSA filers for verification include data from the FAFSA, as well as demographic data, in several complex algorithms. In certain cases, TSC are used to supplement MLM selection, and a small percentage of applicants are randomly selected to provide necessary data for model building and evaluation. As part of this single, overall selection process, a separate TSC model is used to select applicants for identity/fraud verification.

Finally, for your awareness, in July we announced some modifications to our verification approach to the 2021–2022 FAFSA processing cycle in response to the challenges and barriers resulting from the ongoing national emergency by focusing solely on identity and fraud. We continue to evaluate potential approaches for upcoming cycles to ensure that they are balanced and equitable.

Question. What percentage of students chosen for verification, did not complete, and failed their verification during the last award year under model?

Answer. FSA uses the receipt of either a Pell Grant or Subsidized Direct Loan as a measure of whether an applicant successfully completes verification once selected. Of those selected for verification during the 2020–21 FAFSA cycle, 64.5 percent received either a Pell Grant or a Subsidized Direct Loan. Some students that submit a FAFSA do not enroll in an institution of higher education for a variety of reasons, so we would not expect this percentage to equal 100. Therefore, to understand the impact of the verification process on student enrollment, the Department compares this rate to the population not chosen for any type of verification. The rate for those not selected for verification receiving either a Pell Grant or a Subsidized Direct Loan is 56.8 percent. Please note this data is as of July 28, 2021 and may change slightly as Award Year 2021 aid is finalized.

Question. We have a student debt crisis that isn't going to resolve itself. Currently 45 million Americans hold more than \$1.7 trillion in student loan debt. Student debt is larger than credit card debt in our nation. It is second only to mortgages when it comes to consumer debt. The average debt per student borrower is more than \$37,000. Most of this is in Federal student loans. The student debt crisis is limiting young people's life and career choices. Americans are putting off starting a family and buying a home because of student debt. And it's not just young people. More than 8 million Americans over age 50 have student loan debt. For years, I have introduced legislation to fix the absurd way that the bankruptcy code treats student debt. If a person overextends himself on his credit card or goes into debt buying a car or a boat or a luxury watch, he can address those debts in bankruptcy. But the bankruptcy code provides no meaningful relief for student loan debt. In 1998, Congress put Federal student loans in the category of nondischargeable debts, along with alimony, child support, overdue taxes, and criminal fines. Right now, the only way a student borrower can get bankruptcy relief for student loans is if she can demonstrate "undue hardship." This standard is not defined in law, and courts have interpreted it to make it nearly impossible to meet. But, Secretary Cardona, you have the ability to help this situation. The Department of Education can set internal standards for when it views an undue hardship as being met, and can direct its contractors and servicers not to challenge those undue hardship claims in bankruptcy court. For years, I have urged previous Secretaries of Education to use this authority and to issue undue hardship guidance for its guaranty agencies and contractors. There are categories of debtors where undue hardship can be presumed—for example, debtors who suffer from certain disabilities, or who have had a low income for a number of consecutive years. If the Department would use this authority, it would create an option of last resort for student debtors who truly have nowhere else to

turn. Will you commit to issue guidance on the Department's views of when an undue hardship claim can be met?

Answer. The Administration is committed to ensuring that student loan borrowers have options to make the burden of student loans more manageable. The consequences of delinquency and default on Federal student loans can be substantial, particularly for borrowers who are suffering from other economic hardships, including many who ultimately file for bankruptcy relief on their debts. We have already taken initial actions to support borrowers; but we recognize that more work remains to be done.

To that end, the Department is committed to reviewing its 2015 guidance on undue hardship student loan discharges in bankruptcy proceedings, as well as other policies related to such proceedings to assess the types of changes that might better protect borrowers. We hope to have more to share on this soon.

Question. A recent report by the National Student Loan Defense Network, entitled "The Missing Billion," highlights the aggressive tactics the Department uses to collect from struggling borrowers—including challenging claims of undue hardship in bankruptcy. At the same time, the report finds that the Department has failed to collect on more than \$1 billion owed to taxpayers by for-profit institutions and executives. Please comment on the findings of this new report.

Answer. The National Student Loan Defense Network's (NSLDN's) report, "The Missing Billion," compares the differences in the Department's collection of liabilities owed by institutions and its collection of student loans owed by individual borrowers in default. This difference primarily comes from statutory provisions that make it difficult to hold individual owners liable for the corporate debts of the institutions, in contrast to provisions that substantially limit any bankruptcy relief under an "undue hardship" standard. See 11 U.S.C. § 523(a)(8). The "undue hardship" standard applies to educational debts when individuals seek bankruptcy protection. In seeking to enforce that standard uniformly, the Department considers as a factor the availability of several student loan repayment plans that can take a borrower's circumstances into account to reduce a borrower's scheduled loan installments to a more affordable monthly payment.

The Department uses oversight measures as provided in the Department's regulations to identify institutions that are financially weak and institutions with impaired administrative capability. These measures include monitoring the numeric composite score of financial responsibility, requiring institutions with failing financial scores to provide letters of credit (LOCs), using Heightened Cash Monitoring (HCM) methods of payment, and provisional certification to monitor schools' compliance with the Department's requirements to mitigate risk.

Frequently, LOC amounts, HCM requirements, and provisional certification are linked to an institution's performance under the Department's financial responsibility requirements and an institution's numeric composite score determined by financial analysis of the institution's annual financial statements in accordance with the Department's regulations. Consistent with the Department's regulations, LOC amounts are indexed to an institution's annual Title IV, HEA funding. The proceeds of LOC collections can be applied towards an institution's unpaid debts after any related appeals are fully resolved. When the Department perceives increased financial or administrative risk, the Department may require institutions to comply with more stringent requirements, such as raising the amount of financial protection an institution must provide and increasing the level of scrutiny applied to payment requests through the HCM2 method of payment. The Department also considers risks associated with increased compliance requirements. One outcome of stringent enforcement and oversight can be that an IHE may close if it is unable to fully comply with more rigorous requirements, such as a posting a larger LOC.

The Department's Office of Finance and Operations collects debts owed to the Department and follows applicable Federal debt collections laws, including the Debt Collection Improvement Act of 1996, when collecting debts and when referring delinquent debts for collections. If an institution files for bankruptcy, it immediately loses eligibility to participate in the Title IV, HEA programs. The Department is bound to follow applicable bankruptcy law and pursues debt recovery from the institution's estate through the bankruptcy court. Institutions that close often do so with a lot of debt and limited assets to be distributed among the creditors. Collection of liabilities against an institution is generally limited to the direct owner corporate entity unless there is litigation to "pierce the corporate veil," which often proves difficult. Litigation to recover liabilities against individuals can only be brought by the U.S. Department of Justice and requires piercing the corporate veil in order to hold individuals personally accountable. The Department has taken steps to prevent individuals with unpaid school debts or bad track records running schools from operating other schools. The Department's past performance regulations can bar school

owners who owe unpaid debts from owning or exercising substantial control over other schools until their outstanding debts are paid.

We are reviewing the report to determine if there are any outstanding actions that need to be resolved for currently participating schools. While the report is critical of the Department's administration of debts owed by institutions, an initial reading also indicates the report contains unfounded conclusions and inaccurate claims because it fails to take into account the requirements to establish liabilities against institutions. The report also appears to misinterpret the data provided to NSLDN via the Freedom of Information Act (FOIA).

As an example, the report is critical of the Department's administration of debts owed by institutions owned by Zovio, Inc. and claims the Department failed to collect a \$883,613 liability amount assessed against the University of the Rockies (owned by Zovio, Inc.). In actuality, the Department's efforts to collect this liability (arising from a final close-out audit determination) have been suspended in accordance with 34 C.F.R. Part 668, Subpart H—Appeal Procedures for Audit Determinations and Program Review Determinations because an appeal is currently pending resolution with the Department's Office of Hearings and Appeals. The suspension of collections is required under the Department's regulations at 34 C.F.R. §§ 668.23(f)(1); (g)(1)(i)-(ii); and 668.123. These regulations provide that an institution must repay an audit liability within 45 days of the date of the Department's notification, unless the institution files a timely appeal or unless a longer repayment period is permitted. A liability may be established but not paid in full because an institution is repaying the liability owed under a repayment agreement. The Department monitors institutional compliance with repayment requirements. Failure to comply with these repayment requirements is a violation of the Department's financial responsibility standards, as described above.

The report suggests that Department improperly issued a Program Participation Agreement to Ashford University (also owned by Zovio, Inc.) while Ashford owed a \$32,965 liability. The Department's Federal Student Aid office received confirmation on Oct. 5, 2016, that Ashford University had fully repaid the \$32,965 liability to the Department on Sept. 9, 2016. The Department would not dispute that the \$32,965 receivable erroneously included in the records provided to NSDLN through the FOIA request was the result of a recordkeeping error. However, before the Department provided a Program Participation Agreement to Ashford University on Oct. 20, 2017, the Department had determined that Ashford had fully paid the liability.

As another example, the report states "The Department has asserted a \$283,782,751 claim in the bankruptcy proceeding against ITT Technical Institute, plus an additional \$1,544,738 against the school due to its ownership and operation of Daniel Webster College. Yet the Department's list of unpaid debt only includes approximately \$343,000 from ITT and nothing with respect to Daniel Webster College." In this instance, the Department did not issue final determinations associated with the debts identified in the proof of claim to avoid violating the automatic stay provisions of the Bankruptcy Code.

The NSLDN report unfortunately misinforms its readers that "[t]he Department's inaction has irrevocably cost at least \$218 million because the statute of limitations on collections has expired" by misconstruing 28 U.S.C. § 2462. The NSLDN report cites as support 28 U.S.C. § 2462 and the Lincoln University case (Docket 13-68-SF), April 25, 2016, in Footnote 35. A reading of 28 U.S.C. § 2462 undermines the notion that there is a statute of limitations on collections. Rather, 28 U.S.C. § 2462 establishes a statute of limitations for commencing actions to assess civil fines, etc. which must be commenced within 5 years from the date when the claim first accrued. In Lincoln University, the Department asserted on Oct. 25, 2013, fines for Clery Act violations which occurred on Oct. 1, 2006, and were repeated annually on that date until 2009 under the Department's regulations at 34 C.F.R. Part 668, Subpart G—Fine, Limitation, Suspension and Termination Proceedings (Subpart G). The question was whether the § 2462 statute of limitations for these violations had elapsed based on the date the violation occurred. After close review of § 2462, the Subpart G hearing official held in the initial decision dated March 16, 2015 that the statute of limitations barred the Department's fines for the 2006, 2007, and 2008 Clery Act violations, but that the fines for the 2009 violations were not barred. There is however no discussion in the Lincoln University decisions to support the assertion that a fine is uncollectable under § 2642 simply because the debt is asserted or continues to exist more than 5 years after the claim first accrued. Indeed, the initial and remand decisions ordering payment of fines in Lincoln University were dated more than 5 years after the violation. To assert otherwise implies that those who are subject to a civil penalty or fine action can evade and self-discharge their payment obligation after 5 years of making no payments. Additionally, 28 U.S.C. § 2462 only applies to civil fines, penalties and forfeitures; it does not apply

to repayment liabilities. Funds owed back to the Title IV program are not subject to any statute of limitations.

Question. Two decades ago, a CDC study came out that changed the way we think about public health. It was called the Adverse Childhood Experiences or “ACEs” study and it established the link between exposure to trauma—things like witnessing violence or an overdose—and our long-term health, education, and economic outlook. We now understand how trauma and ACEs harm brain development and how having multiple of these emotional scars can reduce life expectancy by up to 20 years make you two times less likely to graduate high school and make you 10 times more likely to attempt suicide. Prior to COVID-19, we already had an epidemic of gun violence, suicides, and overdoses—all of which exacerbate and stem from the root issue of trauma. But the pandemic has magnified this problem, with a recent CDC study finding a 50 percent increase in suicide attempts by teenage girls. Senator Capito of West Virginia and I teamed up in 2018 to pass legislation to increase funding and coordination across the Departments of Education and HHS to promote this understanding of trauma in more Federal grant programs. Specifically, we authorized a \$50 million trauma and mental health services grant program for schools, which we have not yet been able to fund. This grant program—Section 7134 of the SUPPORT Act—would support schools in adopting trauma-informed practices, training more staff, engaging families, and forging partnerships with clinical mental health professionals. I know the Biden Administration is proposing \$1 billion to support more counselors in schools—sign me up for that. Would you also support appropriations for this already authorized program to address the breadth of trauma needs in schools—setting up comprehensive plans, trainings, and partnerships, beyond just adding school psychologists or counselors?

Answer. COVID-19 has had a devastating impact on many families, contributing to significant trauma resulting from isolation, economic stress, housing insecurity, and the loss of loved ones, among other traumatic events. Prior to COVID-19, many of these kinds of traumas and others already existed and were only further exacerbated by the pandemic. A significant number of students, predominantly students from low-income backgrounds, rely on their schools for access to mental health services and other services that are intended to meet their physical, social, emotional, and mental health needs. The need for all students, especially those most underserved, to have access to these critical services is why the Department requested \$1 billion to double the number of school counselors, nurses, social workers, and school psychologists over the next decade. It is also why we requested \$250 million for IDEA, Part D Personnel Preparation to support the pipeline into the profession, including mental health service providers, and their preparation, development, and support. The Department is also requesting \$443 million to support Full Service Community Schools—schools which have in place the kinds of comprehensive plans and partnerships you describe to support students and families. We also call for increased investments in the Promise Neighborhoods, School Safety National Activities, and Student Support and Academic Enrichment Grants programs, all in effort to provide a comprehensive set of investments intended to mitigate the impact of traumatic experiences and help our students heal from the trauma, develop, and thrive. We look forward to working with you to make these kinds of critical investments in existing programs and identify additional opportunities for targeted and increased investments.

Question. Multiple Congressionally mandated Department of Education studies of the D.C. Opportunity Scholarship program—the only federally-funded voucher program—have found that the program does not improve the academic achievement of students in the program. In fact, two recent Department of Education studies of the program found that students using vouchers have performed worse academically than their peers not in the voucher program. And, previous studies have indicated that many of the students in the voucher program are less likely to have access to key services such as ESL programs, learning supports, special education supports and services, and counselors than students who are not part of the program. Moreover, a study from the Urban Institute found that receiving a voucher does not increase D.C. students’ college enrollment rates. Given these troubling findings, do you support continuing Federal support for the program?

Answer. The Administration seeks to phase out the D.C. Opportunity Scholarship Program while providing scholarships to students currently participating in the program through 12th grade. Accordingly, the Administration has requested level funding for fiscal year 2022 to continue funding scholarships for continuing students in school year 2022–2023.

QUESTIONS SUBMITTED BY SENATOR JACK REED

Question. PSLF and Military Service Members—Earlier this year, the Government Accountability Office (GAO) issued a report finding that 94 percent of the Public Service Loan Forgiveness (PSLF) applicants in military service or Department of Defense (DoD) civilian jobs were denied. Additionally, the GAO recommended that the Department of Education could take additional steps to improve information sharing about PSLF with DoD about military service members and DoD civilian personnel seeking to participate as well with potential beneficiaries. According to the GAO, as of February 17, 2021, 178,215 active-duty service members had direct loans eligible for PSLF, and another 16,195 active-duty service members had Federal loans that could be consolidated into new qualifying direct loans. These statistics offer just a small snapshot of the full scope of eligible military borrowers who should be benefiting from the protections of PSLF since borrowers first became able to secure forgiveness through the program in 2017.

Using the Department of Defense's DMDC website, please provide the total number of active duty service members (and veterans) with Federal student loans who have served since PSLF launched on October 1, 2007 and who continue to be in repayment on Director Loans and/or FFELP loans.

Answer. FSA is working to produce such an analysis, in collaboration with the Department's Office of the General Counsel and the Department of Defense.

Question. Please provide information on the Department's efforts to implement the GAO recommendations. Also please include information about the Department's plans to use any other authority, such as authorities under the HEROES Act of 2003, to ease the process and expand access to PSLF for military service members.

Answer. The Government Accountability Office (GAO) made two recommendations for the Secretary of Education in its recent report, "Public Service Loan Forgiveness: DoD and Its Personnel Could Benefit from Additional Program Information (GAO-21-65)." The other three recommendations in the report were addressed to the Department of Defense (DoD).

First, the GAO recommended that Federal Student Aid (FSA) collaborate with officials in DoD's Office of the Under Secretary of Defense for Personnel and Readiness to share information about the Public Service Loan Forgiveness (PSLF) Program, including current information on program participation and eligibility, as well as program requirements. The Department concurred with the recommendation and has already begun this collaboration with DoD. For example, FSA had already begun discussions with DoD about enhancements to our digital toolsets and is actively working with DoD on providing more and improved information to employees interested in PSLF.

Second, the GAO recommended that FSA update the student loan guide for service members to provide information on applying for PSLF and TEPSLF, as well as the steps borrowers can take to count their annual payment from DoD's student loan repayment program as multiple qualifying payments for the PSLF program. The Department again concurred with the recommendation and intends to update the next version of the student loan guide for service members to reflect the new combined PSLF form, which no longer requires borrowers to separately apply for TEPSLF. In addition, FSA currently makes information available on lump sum payments made by DoD for service members through StudentAid.gov. We agree this information should be included in the next version of the student loan guide for service members. FSA will work with DoD to ensure there are clear instructions for borrowers participating in DoD's student loan repayment program to earn qualifying payments for the PSLF Program.

On October 6, 2021, the Department of Education announced a set of actions that, over the coming months, will restore the promise of PSLF. We will offer a time-limited waiver so that student borrowers can count payments from all Federal loan programs or repayment plans toward forgiveness. This includes loan types and payment plans that were not previously eligible. We will pursue opportunities to automate PSLF eligibility, give borrowers a way to get errors corrected, and make it easier for members of the military to get credit toward forgiveness while they serve. We will pair these changes with an expanded communications campaign to make sure affected borrowers learn about these opportunities and encourage them to apply.

The Department is working hard to eliminate barriers for military service members to receive PSLF. The Department will allow months spent on active duty to count toward PSLF, even if the service member's loans were on a deferment or forbearance rather than in active repayment. This change addresses one major challenge service members face in accessing PSLF. Service members on active duty can qualify for student loan deferments and forbearances that help them through peri-

ods in which service inhibits their ability to make payments. But too often, members of the military find out that those same deferments or forbearances granted while they served our country did not count toward PSLF. This change ensures that members of the military will not need to focus on their student loans while serving our country. Federal Student Aid will develop and implement a process to address periods of student loan deferments and forbearance for active-duty service members and will update affected borrowers to let them know what they need to do to take advantage of this change.

Finally, the Department is working to automatically help service members and other Federal employees access PSLF. Military service members and other Federal employees devote themselves to serving the United States, and we should make it as easy as possible for them to receive PSLF. Next year, the Department will begin automatically giving Federal employees credit for PSLF by matching Department of Education data with information held by other Federal agencies about service members and the Federal workforce. To date, approximately 110,000 Federal employees and 17,000 service members have certified some employment toward PSLF. These matches will help the Department identify others who may also be eligible but cannot benefit automatically, like those with FFEL loans.

Question. Restarting Student Loan Repayment—Payments on Federal student loans have been paused for over a year due to the pandemic, with borrowers currently expected to begin repaying their student loans on October 1 of this year. There are indications that the restart will trigger unprecedented outreach to servicers, with survey data showing that servicers could field inquiries from more than 9 million borrowers. There have been indications that it will take approximately 2–4 months for servicers to rehire, train, and obtain background checks for their workforce.

As the U.S. Department of Education and its student loan servicers prepare for the repayment restart, what are the essential steps that the Department is considering to ensure a seamless return to repayment? What is the timeframe for implementing these steps so that the Office of Federal Student Aid and servicers have sufficient time to implement this plan so that both borrowers and servicers can prepare? What is the Department's monitoring plan for servicers on their implementation of the restart of repayment?

Answer. The Department's goal is to achieve a smooth transition that minimizes borrower harm due to confusion, lack of awareness, and insufficient servicing capacity. To this end, the Department has produced a comprehensive plan that combines elements of borrower outreach, servicer hiring, training and preparation, and vendor and process oversight to ensure borrowers have the resources they need to effectively manage the process of returning to repayment.

From an outreach perspective, in March 2020, FSA launched an ongoing communications and engagement campaign to provide borrowers clear, concise messaging related to available CARES Act benefits and the eventual transition to repayment. Since then, FSA has engaged in continuous communication efforts to encourage student loan borrowers to take actions to put them on the best repayment plan for their economic situation before payments resume. From July 2020 until the end of February 2021, FSA sent over 220 million emails to borrowers, supplemented by multiple paid media campaigns.

FSA has also posted information on StudentAid.gov to assist borrowers in preparing for payments to resume, specifically recommending that borrowers update their contact information with their loan servicer and in their StudentAid.gov profile, use Loan Simulator to find a repayment plan that meets their needs and goals, and consider applying for an income-driven repayment plan. As we approach the end of the forbearance period, outreach to borrowers will increase and include broad campaigns aimed at increasing general awareness of payment resumption and options to address ability to repay, as well as targeted outreach to at-risk borrowers.

To ensure our servicers are prepared for the restart of repayment, FSA engaged in ongoing conversations with loan servicers about their preparations and staffing levels since the CARES Act was passed in March 2020. During the payment pause, FSA has clearly communicated expectations for how loan servicers should engage with borrowers. FSA is continually analyzing historical, current, and projected future loan servicer staffing levels against several customer service metrics to ensure servicers are ready for payments to resume. As we prepare for borrowers to enter repayment, FSA will provide detailed communications "playbooks" for loan servicers to follow. To ensure loan servicers are held accountable for customer service performance during the return to repayment effort, FSA plans to add explicit return-to-repayment performance expectations, called service level agreements (SLAs), to the servicers' existing contracts. Proposed SLAs would focus on call center performance, such as abandon rates and Average Speed to Answer, to ensure borrowers

have prompt, easy access to information. As borrowers exit the payment suspension period, FSA will expand our monitoring to include all aspects of return to repayment. Vendors who fail to adhere to any statutory, regulatory, or contractual standards will be held accountable through appropriate corrective actions, which may include financial penalties.

On Aug. 6, 2021, the Department announced a final extension of the payment pause until Jan. 31, 2022. The Department is already working diligently to ensure a smooth transition back to repayment for all borrowers.

The pause on student loan repayment will end on January 31, 2022, and we are planning around that date. The Department's priority is to ensure students and borrowers get the service they deserve. We are committed to ensuring that student loan borrowers are able to transition smoothly into repayment. The Department has established timelines with key deadlines related to returning student loans to repayment. Those plans include substantial communications and outreach to make borrowers aware of the resumption of loan payment obligations. FSA also continues to communicate with servicers about return to repayment as information becomes available. Additionally, the Department plans to collaborate with Federal and state regulators to ensure our oversight of Federal student loan servicers is as effective as possible, and are working to ensure the tools available to the Office of Federal Student Aid are used to the fullest extent possible.

Question. FFEL and Repayment Relief—In April, Senator Murkowski and I sent you a letter asking you to address the over 5 million FFEL and the roughly 1.7 million Perkins loans borrowers who have been left out of the CARES Act relief and the subsequent extensions of the pause on student loan repayment.

What steps is the Department taking to ensure that all Federal student loan borrowers have equal access to any current or proposed new relief and benefits?

Answer. We have taken steps to assist those FFEL borrowers that have defaulted during the national emergency. In March 2021, the Department announced that the payment pause on interest and collections would be extended to all defaulted FFEL loans, protecting more than 800,000 borrowers from debt collection activity such as wage garnishment and seizure of tax refunds. FFEL loans on which borrowers defaulted since March 13, 2020, the start of the national emergency, are being restored to good standing, and the record of default removed from their credit reports. The Department continues to explore additional opportunities to aid all Federal student loan borrowers, whether they hold FFEL, Perkins, or Direct Loans, and to ensure that their payments remain affordable, particularly during a period that has been challenging for so many borrowers.

QUESTIONS SUBMITTED BY SENATOR JOE MANCHIN, III

Question. I want to once again thank you for working with myself and Senator Murkowski on getting out the first tranche of the American Rescue Plan funding for homeless children and youth in an expedited manner, so we could ensure that homeless children and youth are identified and are able to access summer programming and wrap-around supports they need in light of the COVID-19 Pandemic. In the Department's initial announcement surrounding this funding, you indicated that the second tranche of this funding could be available as soon as June, to help states and school districts prepare for the fall. This is critical as we expect to see even greater numbers of homelessness and higher level of service needs, as communities return to in person learning.

Can you tell me if those plans for the release of the second tranche of homelessness funding are on schedule, and will be out this month?

Answer. The awards for the second tranche of American Rescue Plan funding for homeless students were made on July 27, 2021.

Question. In the final fiscal year 2021 spending package, I was able to secure language urging the Department to ensure that local educational agencies (LEA's) set aside adequate amounts of Title I Part A funds for students experiencing homelessness and use those resources effectively.

Can you tell me what the Department has done to date to implement this request and does this budget proposal do anything to implement that language further?

Answer. In July 2018, the Department sent a letter to State educational agencies (available at: <https://oese.ed.gov/files/2020/02/letterforessatitleialeahomelesssetaside-1.pdf>) that highlights the requirement that an LEA reserve sufficient funds under Title I, Part A to provide services for students experiencing homelessness. This clarification was included in an update in August 2018 to the non-regulatory guidance for the Education for Homeless Children and Youth (EHCY) program and it is also part of the monitoring protocol for the EHCY program. The Department asks the

States that it is monitoring to provide a list of all Title I, Part A set-asides by LEA. These are compared with the latest available homeless student enrollment counts, which usually lag by 1 year. The SEA is asked to explain if any LEAs had homeless students enrolled but did not set aside a reservation from Title I, Part A to serve them. We also correlate a per-pupil amount to look for statewide patterns of insufficiency. The EHCY State Coordinator Handbook developed by the National Center for Homeless Education (NCHE) has a Summary of EHCY Performance Management Pilot Monitoring, fiscal year 2015–18 that summarizes which States had findings or recommendations in this area (Indicator 3.3). For fiscal year 2022, due to the American Rescue Plan funds for homeless children and youth, the Department will expand its monitoring of States for homeless education programs, including the Title I, Part A LEA set-aside.

In addition, NCHE also provides technical assistance concerning Title I, Part A requirements for serving students experiencing homelessness (see <https://nche.ed.gov/legislation/title-1-part-a/>).

The key proposal in the fiscal year 2022 request that would support stronger implementation of Title I requirements related to meeting the needs of homeless students is the additional \$20 billion for Title I, which would more than double funding for Title I districts and schools, direct more funds to LEAs with the greatest concentrations of poverty, and help close equity gaps for all students, including homeless students.

Question. Student loan disclosure forms are essential in helping students and families understand the costs and terms of their student loans, but as currently written they are filled with unhelpful legal jargon, are complicated, lengthy, and don't show the true cost associated with taking out the loans leading to excess borrowing, further contributing to the nation's student debt crisis.

What is the Department doing to address this issue and simplify student loan disclosure forms? Is there anything in this budget proposal to help with this?

Answer. We are regularly looking at ways to help students, families, and borrowers better understand and support their efforts to meet their student loan obligations. For instance, we continue to promote use of the College Financing Plan, which provides a standardized financial aid offer letter so students can understand and compare their options for paying for college. If there are additional improvements you have in mind, my staff would be grateful to have them for consideration.

QUESTIONS SUBMITTED BY SENATOR ROY BLUNT

STUDENT LOAN SERVICING

Question. Mr. Secretary, your budget requests \$2.1 billion, which is an increase of \$200 million from the fiscal year 2021 level, to administer the student aid programs. Yet the budget provides very few details about how those funds would be used on student loan servicing activities aside from mentioning a “long-term servicing solution.” Can you provide the Subcommittee additional details on your plans for the long-term servicing solution?

Answer. The Department is currently working on its long-term servicing plans and looks forward to sharing more information in the future.

Question. For the last several years the Labor/HHS bill has included appropriations language requiring the allocation of Federal student loans to servicers based on the quality of their performance to encourage the Department to leverage competition among student loan servicers. The budget request proposes to strike this language because the requirement will be included in FSA's “long-term servicing solution” despite the fact that no information is included in the request on what the long-term solution will look like. How will you continue to hold the Federal student loan servicers to performance-based allocations as required by years of appropriations laws regardless of what a future long-term servicing solution may look like?

Answer. The Department currently allocates loan volume based on servicer performance. We will continue this practice going forward under the two-year extensions of servicer contracts (as outlined in the appropriations language), as well as in the future under the final servicing solution.

Question. The Department has struggled to complete the contracting process to fully implement its Next Generation Financial Services Environment. In light of that prolonged struggle, what are your plans for using the current five Business Process Operations contractors, which were awarded in June 2020, in the servicing of student loans moving forward?

Answer. As you are aware, the Consolidated Appropriations Act, 2021 included several provisions related to the future state of loan servicing, including provisions

directly applicable to the Interim Servicing Solution (ISS) solicitation and Business Process Operations (BPO) contracts. Specifically, the language prohibited the use of ISS as a transitional servicing solution and called for an accelerated BPO implementation that would make it possible for BPO providers to perform the full suite of loan servicing activities upon migrating accounts to the ISS platform. After reviewing the change in the solicitation's requirements as a result of the appropriations provisions, Federal Student Aid (FSA) decided to cancel the ISS solicitation.

FSA is using this opportunity to work with our new leadership in the Biden-Harris Administration to refine our long-term strategy for loan servicing, with the first priority being to ensure student loan borrowers have a stable, reliable, and accountable solution that meets their needs. In developing this long-term solution, FSA will continue to build on the newly modernized systems, tools, and resources for customers. In particular, FSA expects to leverage the new StudentAid.gov, the myStudentAid mobile app, and enhanced systems that allow FSA to improve how we collect and analyze data, offer more self-service options, provide better customer service, and communicate directly with students, parents, and borrowers.

In addition, FSA will continue its work to bring BPO vendors online in preparation for a fall 2021 migration of all non-servicing contact center work. This work includes taking on FSA's legacy contact center functions, including the Federal Student Aid Information Center, Student Loan Support Center, Feedback Center, FSA Ombudsman, borrower defense hotline, and Office of Inspector General fraud referral. The BPO vendors will handle much of FSA's direct communication with customers and partners, including inbound and outbound calls, email, chat, social media inquiries, and physical correspondence. BPO vendors will receive training from FSA to ensure they are providing customers with correct and consistent information and are treating customers and partners equitably.

The five-month transition to fully onboard the BPOs is expected to begin in November 2021 and be finalized by April 2022.

CAREER PATHWAYS

Question. Programs that provide academic and career counseling and exposure to postsecondary opportunities to students, as early as 8th grade and continuing through secondary and postsecondary education, have been shown to significantly increase rates of postsecondary enrollment and completion among rural students. To that end, the fiscal year 2021 Labor/HHS bill included \$10 million for the Department of Education to improve rates of postsecondary enrollment and completion among rural students through development of career pathways aligned to high-skill, high-wage, or in-demand industry sectors and occupations in the region. What is the timeline for publishing a Notice Inviting Applications for these funds? What can you tell me about how the Department plans to prioritize and spend this funding this year?

Answer. While the Department is still developing a notice inviting applications (NIA), we plan to make up to 7 awards to institutions of higher education and other public and private non-profit organizations and agencies for 3-year projects that would implement innovative approaches to improve rates of postsecondary enrollment and completion among rural students through development of career pathways aligned to high-skill, high-wage or in-demand industry sectors and occupations in a specific region.

Question. The budget request proposes a new \$1 billion program to expand career pathways for middle and high school students, particularly in underserved communities. This Subcommittee will only be considering the discretionary request, but providing students in high school or middle school with access to quality work-based learning opportunities and exposure to their full range of postsecondary college and career opportunities should be happening in every school. How will additional funding for CTE help meet that goal?

Answer. Additional funding under both the Career and Technical Education (CTE) State Grants formula program and CTE National Programs would support opportunities to provide high school or middle school students with access to quality work-based learning opportunities and exposure to postsecondary college and career opportunities, albeit in different ways. The reauthorization of the Perkins Act in 2018 added provisions and requirements pertaining to work-based learning and including students in middle school in certain CTE activities. However, States and local grantees have been expected to implement these and other new requirements with relatively small increases in funding. After more than a decade of relatively flat funding, the increase in funding for the program since fiscal year 2019 (the implementation date for the reauthorized Perkins program) has been approximately

5.7 percent. Increases for this program would provide additional resources to State and local grantees to implement these provisions.

Increases in funding under CTE National Programs would provide opportunities to quality work-based learning opportunities and exposure to support and evaluate targeted activities to provide high school or middle school students with access to postsecondary college and career opportunities. Under that program the Department could fund focused, high quality proposals for such activities and set priorities for funding, such as funding to high-poverty LEAs and LEAs serving a high percentage of students of color or a high percentage of students from low-income backgrounds.

K-12 COVID-19 FUNDING/SCHOOL REOPENING

Question. Mr. Secretary, you and I both agree it is crucial that we get kids back in the classroom to prevent further learning loss. While I'm encouraged to see that more and more schools are reopening for in-person learning, the latest data from the Department shows that only 51 percent of 4th graders and 41 percent of 8th graders are enrolled in fully in-person learning and these numbers are even worse for low-income and minority students. Given the significant amount of COVID-19 emergency funding that has gone to K-12 schools, I would expect these numbers to be closer to 100 percent. What actions have you taken to help states and school districts use their ESSER funds to reopen schools and get kids back in the classroom? Do you expect that all schools will be fully open for in-person learning this fall?

Answer. We are doing everything possible to support students, families, teachers, staff, school leaders, and communities to in returning to full-time, in-person learning this fall, and the Administration is confident that we, as a nation, will achieve this goal to the greatest extent possible.

Most recently, on August 2, 2021, the Department released the "Return to School Roadmap," an online resource available at <https://sites.ed.gov/roadmap/to> support students, schools, educators, and communities as they prepare to return to safe, healthy in-person learning this fall and emerge from the pandemic stronger than before.

The Roadmap includes three "Landmark" priorities that schools, districts, and communities are encouraged to focus on to ensure all students are set up for success in the 2021-2022 school year: (1) prioritizing the health and safety of students, staff, and educators, (2) building school communities and supporting students' social, emotional, and mental health, and (3) accelerating academic achievement. The Roadmap also includes planned releases of additional resources for practitioners and parents on each of these priorities and will highlight schools and districts that are using innovative practices to address these priorities. These resources also will explain how American Rescue Plan funds, including ESSER funds, can be used to address these priorities in schools and communities across the country.

The Roadmap is part of the Department's broader efforts to support schools and districts in the safe and sustained return to in-person learning since the beginning of the Biden Administration. In addition to releasing the Roadmap, the Department has issued three volumes of the COVID-19 Handbook to support K-12 schools and institutions of higher education in their reopening efforts, prioritized the vaccination of educators, school staff and child care workers, published a Safer Schools and Best Practices Clearinghouse, which includes over 200 examples of schools and communities safely returning to in-person learning, held a National Safe School Reopening Summit, provided \$122 billion in support through the American Rescue Plan Elementary and Secondary School Emergency Relief Fund for K-12 schools, provided over \$3 billion in IDEA funds within the American Rescue Plan to support children and families with disabilities impacted by the pandemic, awarded \$800 million within the American Rescue Plan to support students experiencing homelessness who have been disproportionately impacted by the pandemic, released a report on the disparate impacts of COVID-19 on underserved students, and launched an Equity Summit Series focused on addressing school and district inequities that were made worse by the pandemic.

STUDENT LOAN PAUSE

Question. Mr. Secretary, I am concerned that the Administration has not outlined a plan to transition borrowers back into repayment when the student loan pause ends this fall. Now that the pandemic is winding down, it is time for this pause to end. Furthermore, the extension of the pause beyond what was originally authorized in the CARES Act cost taxpayers an additional \$36 billion. I understand that some borrowers may still be struggling, but they have access to income-driven repayment

plans where they can pay as little as \$0 per month. Will you commit to end the pause as scheduled at the end of this fiscal year?

Answer. On Aug. 6, 2021, the Department announced a final extension of the payment pause until Jan. 31, 2022. We believe this additional time and definitive end date will allow borrowers to plan for the resumption of payments and reduce the risk of delinquency and defaults after restart. The Department is already working diligently to ensure a smooth transition back to repayment for all borrowers.

Question. Federal student loan borrowers have gone over a year without making a payment on their loans. It is absolutely imperative that the Department begins communicating with borrowers early and often to ensure that all borrowers understand their responsibilities and their repayment options when their loans come due on October 1, 2021.

What are your plans to help ensure that borrowers are prepared to begin repaying their loans when the pause ends?

Answer. In March 2020, FSA launched an ongoing communications and engagement campaign to provide borrowers clear, concise messaging related to available CARES Act benefits and the eventual transition to repayment. Since then, FSA has engaged in continuous communication efforts to encourage student loan borrowers to take actions to put them on the best repayment plan for their economic situation before payments resume. From July 2020 until the end of February 2021, FSA sent over 220 million emails to borrowers, supplemented by multiple paid media campaigns.

FSA has also posted information on StudentAid.gov to assist borrowers in preparing for payments to resume, specifically recommending that borrowers update their contact information with their loan servicer and in their StudentAid.gov profile, use Loan Simulator to find a repayment plan that meets their needs and goals, and consider applying for an income-driven repayment plan. As we approach the end of the forbearance period, outreach to borrowers will increase and include broad campaigns aimed at increasing general awareness of payment resumption and options to address ability to repay, as well as targeted outreach to at-risk borrowers.

Question. How will the Department engage the Federal student loan servicers and provide the necessary instructions so that the return to repayment process goes smoothly?

Answer. FSA has engaged in ongoing conversations with loan servicers about their preparations and staffing levels since the CARES Act was passed in March 2020. During the payment pause, FSA has clearly communicated expectations for how loan servicers should engage with borrowers. FSA is continually analyzing historical, current, and projected future loan servicer staffing levels against several customer service metrics to ensure servicers are ready for payments to resume. As we prepare for borrowers to enter repayment, FSA will provide detailed communications “playbooks” for loan servicers to follow.

To ensure loan servicers are held accountable for customer service performance during the return to repayment effort, FSA plans to add explicit return-to-repayment performance expectations, called service level agreements (SLAs), to the servicers’ existing contracts. Proposed SLAs would focus on call center performance, such as abandon rates and Average Speed to Answer, to ensure borrowers have prompt, easy access to information. As borrowers exit the payment suspension period, FSA will expand our monitoring to include all aspects of return to repayment. Vendors who fail to adhere to any statutory, regulatory, or contractual standards will be held accountable through appropriate corrective actions, which may include financial penalties.

Question. Both the CARES Act and the December COVID-19 supplemental, as well as the American Rescue Plan, provided a total of \$161 million to FSA to prevent, prepare for, and respond to the COVID-19 pandemic. How much of this funding has been used and what has it been used for?

Answer. As of July 30, 2021, approximately \$25 million has been committed and obligated for the following activities: system changes due to COVID-19; targeted communication campaigns to notify borrowers of administrative forbearance; increased server capacity and support for telework; and personnel and compensation for approximately 38 on-board staff at FSA to support CARES Act related activities.

Question. Does the Department intend to use the remaining funds to improve communications and outreach with borrowers about the upcoming end of the repayment pause?

Answer. Yes, the remaining funds will be used to improve communications and outreach to borrowers, as well as any additional actions needed to support borrowers regarding the end of the payment pause.

CHARTER SCHOOLS

Question. During the last school year, several states saw significant enrollment shifts into charter schools. For example, charter schools in California saw an increase of around 2.5 percent while districts saw a decrease of 3 percent, Colorado saw a 4 percent increase while districts saw the same decline. New York City charter schools had an influx of 10,000 students—a 7 percent increase. And yet the President’s budget does not request new funding for the Charter Schools program. Given the demand we are seeing at the state level, why isn’t the administration requesting more funds for the Charter School Program?

Answer. The Administration’s fiscal year 2022 request would provide over \$210 million for new awards under the various grant components of the Charter Schools Program. We believe these resources will be sufficient to meet demand for funding.

Question. The budget proposes prohibiting Charter School Program funds from being provided to schools that are substantially operated or managed through a contract with a for-profit entity. However, most public schools are utilizing the services of for-profit entities in some way, including for spending their COVID–19 relief funds.

What does “substantially operated or managed” mean? Does it include contracting for services such as payroll and benefits, staffing, curriculum, professional development, or individual student services?

Answer. We recognize that public schools, including charter schools, may contract with for-profit vendors for specific services that do not constitute management or control of operations and do not intend to prevent schools engaged in such procurements from accessing funds under the CSP or other programs.

Question. Why are you proposing this restriction only for charter schools? Are you considering this requirement for other programs?

Answer. The Administration believes that Charter Schools Program (CSP) funds should not support charter schools that are operated or managed by for-profit entities, and we urge Congress to adopt language that would prohibit CSP funds from supporting schools that are operated or managed by such entities through contractual relationships. We believe this is consistent with intent of the program statute, under which charter school developers or management organizations seeking CSP funds must be nonprofit.

TITLE I EQUITY GRANTS

Question. The budget request includes \$20 billion for a new Title I Equity grant that proposes to create a new formula not authorized in statute to force State and local behavior changes related to school funding systems, teacher compensation, access to advanced curricula, and access to preschool. There have been a lot of questions and concerns about this proposal, specifically how funding would be allocated. Do you have any further details on the impact of this formula and where the money would be allocated?

Answer. The Administration remains committed to addressing longstanding concerns around equity in education funding at the Federal, State, and local levels. However, we also recognize that further consultation with a wide range of stakeholders, including Congress, will be necessary to develop a comprehensive set of proposals aimed at improving education funding equity that can generate broad support. Consequently, the Administration supports allocating the proposed \$20 billion increase for Title I through the authorized funding formulas.

Question. Why is the Department proposing to create a new grant program that interferes with decisionmaking that is best left to State and local school districts rather than putting additional funding into programs we know work to increase student achievement, such as the Charter Schools Program, or further increasing this existing Title I programs or IDEA, which has long been underfunded?

Answer. The nearly \$30 billion, or 41 percent, increase for the Department of Education proposed by President Biden for fiscal year 2022 provides strong support for Federal education programs across the board, including a \$3 billion or 21 percent increase for IDEA State formula grant programs. However, because nearly all Federal education programs provide supplemental funding, the impact and effectiveness of that funding depends in large part on a level playing field in terms of the overall education resources made available at the State and local levels. For this reason, the Administration strongly believes that a key goal of any major new Federal investment in education should be to leverage significant improvement in equity for all students, but especially for students from low-income families and students of color. In this context, the Administration is working closely with Congress and stakeholders to leverage additional investments in Title I to improve education funding equity, support high-quality preschool, address teacher compensation, and

enhance rigorous coursework in Title I schools. In that context, the Department believes the proposed \$20 billion increase for Title I would provide a meaningful incentive for systemic changes in the equity of our decentralized education system.

NAEP FUNDING

Question. NAEP provides crucial information about what our nation's students know and can do in various subject areas. Ensuring we continue to have this information is more important than ever given the widespread learning loss that is expected as a result of the pandemic. Your budget requests an additional \$15 million for NAEP in fiscal year 2022. Will this increase ensure that the planned assessment schedule can remain on track?

Answer. The \$15 million proposed for fiscal year 2022, if sustained in future years, would support operational funding needs, including planned assessments, through 2024.

MENTAL HEALTH

Question. Mr. Secretary, one of my priorities in the Senate has been mental health—and ensuring that a person's mental health is treated the same as their physical health. The Department's budget requests \$1 billion for a new program to increase the number of health professionals in our public schools, including school counselors, nurses, school psychologists, and social workers. I share your concern about the well-being and mental health of our nation's students, particularly given the widespread disruption to school that students have experienced over the past year due to the COVID-19 pandemic. However, states and school districts have yet to spend the vast majority of COVID-19 funding provided to them, and one of the ways they can spend this money is to provide mental health services to students. What has the Department done to help states and school districts use their COVID-19 funding to support the mental health of their students?

Answer. The Administration has recognized from the beginning of its response to the pandemic that students need a strong social and emotional foundation to excel academically. It is clear that many students, and especially students from low-income backgrounds and students of color, have suffered much over the past 18 months and require additional support to help them heal and recover from all the trauma and hardship the pandemic has brought. And we know for many students, schools are the only place where they can access mental health professionals, school counselors, nurses, and support structures they need—including their friends—to help them through the adversity of the last year. This is why we have emphasized meeting students' mental health needs as part of our overall effort to reopen schools for fully in-person learning, including through the hiring of school-based health professionals as well as other efforts to address social and emotional development needs.

For example, the Department published Volume 2 of the ED COVID-19 Handbook: Roadmap to Reopening Safely and Meeting All Students' Needs (see <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>), in April, 2021, which includes a section on Supporting Student Mental Health Needs that highlights examples and best practices that States and school districts can implement using funds provided by the American Rescue Plan. Additional guidance is provided in our ESSER Fund Frequently Asked Questions document (see Question C-14 at https://oese.ed.gov/files/2021/05/ESSER.GEER—FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf).

We have seen the results of these efforts in the plans that States have developed for using ARP ESSER funds. For example, Nevada is reserving ARP funds to hire 100 school-based mental health professionals and Alaska is using ARP funds to help social workers provide virtual lessons in self-care and methods to reduce student stress, depression, and anxiety. The New York City Department of Education is using ARP funding to hire over 600 mental health professionals to provide care as students returned back this fall. This means that every school will have at least one full-time social worker or school-based mental health clinic.

In addition, we plan to issue guidance on using ARP funds to address student mental health needs in fall 2021.

QUESTIONS SUBMITTED BY SENATOR CINDY HYDE-SMITH

Question. The Institute of Education Sciences (IES) funds education research, data collection and analysis, and a national assessment of student progress. The fiscal year 2016 Omnibus included a \$44 million (8 percent) increase for IES. The

budget request includes a further \$76 million (12 percent) increase. The Investing in Innovation (i3) grant program required that at least 20 percent of recipients be located in rural areas. The i3 competition has been replaced with a new grant program, the Education Innovation and Research program, in fiscal year 2017. Geographic diversity in all research grant programs is important. From 2013 to 2015 the Department made almost 1,900 grants to institutions of higher education and other research organizations. However, those grants went to colleges, universities, and research organizations in only 35 states. Not one went to a school or organization in Mississippi and generally the same schools and organizations tend to get the bulk of research grants year after year.

In my state, 92 percent of school districts and more 50 percent of students are rural, yet most research is conducted in urban and suburban communities. The Every Student Succeeds Act requires that schools implement evidence-based strategies to improve student outcomes yet most education research is conducted in urban and suburban settings.

How will you ensure that education research addresses the unique needs of rural districts?

Answer. Supporting education research to help understand and address the unique needs of rural districts is a priority for IES. We support education research, including on rural education, primarily through two funding mechanisms: (1) field-initiated research grants, and (2) research conducted by the Regional Educational Laboratories. We discuss the role of each below.

Research Grants. As a scientific agency, funding decisions are based on peer reviewer's independent assessments of the scientific merit of applications, including the significance of the proposed research project, the scientific quality of the research plan, the skills of the personnel, and the resources available to support the proposed project. We hold competitions on various topics to ensure that the education research that we fund meets the needs of the diverse populations and geographic settings of our nation.

For example, in 2021, IES launched a new research competition inviting State agencies to apply for funds to expand use of their State Longitudinal Data Systems (SLDS) for generating evidence in support of education policy decisions. Using SLDS as a data source ensures that all districts within a State can be included in their research activities. Of the 7 awards made, 5 are made to States with substantial rural populations, including Tennessee, Montana, Virginia, Pennsylvania, and Oregon. Mississippi received \$6.6 million in 2016 for an NCES SLDS grant that ended 9/30/20 to enhance its SLDS system, so we encourage the State education agency to apply for funding under this program for projects using data from its SLDS for research on rural populations, and to reach out to IES program officers for input as they prepare their application.

In addition, IES invested \$20 million in two five-year research and development centers focused on the needs of rural education in 2019: The National Center for Rural Education Research Networks (NCEREN) and The National Center for Rural School Mental Health (NCRSMH): Enhancing the Capacity of Rural Schools to Identify, Prevent, and Intervene in Youth Mental Health Concerns. Rural districts participating in the work of these two centers are located in: New York, Ohio, Iowa, New Mexico, Wyoming, Missouri, Virginia, and Montana. Both rural centers are actively engaged with communities in these States and beyond and are developing and sharing resources for the rural education community. For example, NCRSMH has developed an Early Identification System (EIS) Intervention Hub (<https://www.ruralsmh.com/intervention-hub/>) designed to connect rural educators to resources focused on preventing and remediating student mental health challenges.

In addition, 27 of our new fiscal year 2021 research awards and 16 of our fiscal year 2020 research awards are being carried out in rural settings. These studies are addressing teacher retention in rural schools, fostering positive family-school involvement for students from economically disadvantaged households in rural communities, interventions to help special educators with behavior management, and web-based professional development to help teachers improve students, reading comprehension in rural districts.

The Regional Educational Laboratories (RELs). For more than 50 years, the REL program has worked in partnership with State, district, and college and university leaders to develop and use research that improves academic outcomes for students and their communities. REL Southeast serves has successfully completed a number of projects focused on the needs of rural communities in Mississippi, including:

- The Improving Schools in Mississippi Research Alliance, a professional learning community that supports research and practice on rural school improvement. Partners include district leadership from the Vicksburg/Warren Public Schools, Durant Public Schools, Yazoo City Public Schools, Holmes County Public

Schools, and Humphreys County Public Schools, as well as Alcorn State University and Mississippi Valley State University.

- The Southeast School Readiness Research Alliance, which seeks to build the capacity of preschool teachers and administrators across Mississippi and the other five States in the Southeast region to use evidence-based emergent literacy instruction to support three-to five-year old children’s language and literacy learning and to help policymakers understand the factors that influence access to high-quality childcare and preschool programs.
- Examining School-level Reading and Math Proficiency Trends and Changes in Achievement Gaps for Grades 3–8 in Florida, Mississippi, and North Carolina, which detailed student achievement trajectories for Mississippi students overall and within student group, supporting stakeholders decisionmaking about how to prioritize school improvement efforts.
- Educator Outcomes Associated with Implementation of Mississippi’s K–3 Early Literacy Professional Development Initiative, which examined changes in teacher knowledge of early literacy skills and ratings of quality of early literacy skills instruction, student engagement during early literacy skills instruction, and teaching competencies.
- Beating the Odds in Mississippi: Identifying Schools Exceeding Achievement Expectations, which identified K–12 schools that were performing better than would have been predicted and was used to inform decisionmaking on statewide school improvement efforts.
- Math Course Sequences in Grades 6–11 and Math Achievement in Mississippi, which examined the relationship between students’ course-taking patterns in middle- and high-school and their subsequent performance on college admission tests, supporting local and State college readiness efforts.

Question. In awarding research grants, how will you ensure that the Department considers the geographic distribution of research projects and geographic disparities in education research funding? How will you ensure funding is going to colleges, universities, and research institutions in under-researched and underserved areas?

Answer. IES is required by law, under the Education Sciences Reform Act, to base our funding decisions on the independently assessed scientific merit of applications. In all of our grant competitions, we explicitly seek to broaden participation in our research studies and to expand the populations and geographic settings within which our studies are taking place. We are currently supporting a research project at the University of Southern Mississippi (grant award R305A200185) and two projects that are collaborations between Arizona State University and Mississippi State University (grant awards R305A180261 and R305A180144). IES also periodically holds competitions with a specific focus on addressing the unique needs of rural America, such as the two R&D Centers on rural education awarded in 2019. It is important to stress that these are competitive grant programs which are funded based on the scientific merit of the applications submitted. We do not include the State or geographic region in which the applicant institution is located in the selection criteria for our education or special education research grant programs.

We also actively seek to broaden participation in our applicant pool through our research training programs. For example, our Pathways to the Education Science Research Training program was established to develop a pipeline of talented education researchers who bring fresh ideas, approaches, and perspectives to addressing the issues and challenges faced by the nation’s diverse students and schools. These grants are awarded to minority-serving institutions (MSIs) and their partners. In the initial two rounds of competitions, IES made awards to 7 institutions and their partners. IES is currently accepting applications for a new program: Early Career Mentoring Program for Faculty at Minority Serving Institutions that seeks to prepare faculty at MSIs to conduct high-quality education research that advances knowledge within the field of education sciences and addresses issues important to education policymakers and practitioners.

Question. President Biden’s campaign included a Plan for Rural America. That plan opened with the statement “Rural America is home to roughly 20 percent of Americans, but we are all connected to rural communities in many ways. Rural Americans fuel us and feed us. Rural lands provide us with places to spend time outdoors with friends and family and relax.” This statement suggests an attitude that rural people and places exist to provide for and serve more populated urban and suburban areas. The current version of the plan, available here <https://joebiden.com/rural-plan/> contains some of the same language but has been revised. It will be important that the administration move beyond metro-centric policy making to ensure rural schools are treated equitably.

How will you ensure that policies and practices in the Department recognize and value the strengths and unique contexts of rural schools and communities?

Answer. The Department is committed to educational opportunity and academic achievement for all students throughout the nation, including those in rural areas. Our Rural Education Achievement Program, for example, recognizes the need of many rural school districts for additional funding, as well as flexibility around the use of Federal education funds, to address their unique circumstances. Similarly, many of our discretionary (competitive) grant programs include rural set-asides to ensure that rural applicants receive an equitable share of grant funds, and we also use grant priorities for rural and new applicants that help level the playing field and ensure that rural applicants can compete successfully for Federal funds.

Question. In 2018, the Department released the Section 5005 Report on Rural Education in response to a provision in the Every Student Succeeds Act that called on the Department to critically examine its policies and procedures in related to rural education. The 2018 report touted some things the Department is doing to ensure the needs of rural schools and students are met, and also listed steps the Department intended to implement to address the needs of rural schools. To date, not all of those seven steps have been accomplished, most notably, NCES has not updated its 2007 report on the status of rural education. In 2019 this analysis by Devon Brenner (of MSU) of the Section 5005 report summarized the reports findings and plans or implementation and critiqued the report, saying “it falls short of the 5005 mandate to self-assess and determine actions to be taken. The Department engaged in listening sessions and sought feedback from rural stakeholders, but does not seem to have incorporated feedback from key stakeholder organizations (e.g., AASA and Rural School and Community Trust, The University Council for Educational Administration (UCEA), the National Indian Education Association (NIEA), and the National Association of federally Impacted Schools). The Department commits to increasing listening sessions and improving communication but is not clear that rural input is or will be “baked into” the system to ensure that rural communities are considered in every facet of the Department’s work, particularly rule-making.” See <https://journals.library.msstate.edu/index.php/ruraled/article/view/535/501>.

How will you ensure that the Department completes these commitments to improve policies and procedures for rural schools and considers the needs of rural schools in the development of regulations and the implementation of programs?

Answer. The Department is committed to ensuring educational opportunity for all students, including those in rural areas, and recognizes the need to account for all education settings when developing policies and procedures.

To that end, in recent years, the Department’s Rural Interagency Working Group has helped offices responsible for our programs, including the Rural Education Achievement Program (REAP), collaborate on issues such as access to broadband services which disproportionately impacts rural schools and communities. Department staff are examining how we can build upon these internal collaborations. Drawing on the experience of other Federal agencies, the Department also plans to collaborate more closely with the Departments of Agriculture, Interior, and Health and Human Services to better support and serve students in rural communities.

The Department interacts regularly with REAP grantees and organizations advancing the interests of rural schools. The Department appreciates input from rural stakeholders and is working toward being responsive to that feedback. For example, in order to reduce burden on rural local educational agencies (LEAs), the Department has simplified the application process for the Small, Rural School Achievement (SRSA) grant, under which OESE awards over 4,000 LEA grants annually. OESE plans to increase its outreach to REAP grantees and its participation in events organized by rural advocacy organizations such as the National Rural Education Association (NREA). Additionally, the Department has recently been in contact with the Organizations Concerned about Rural Education (OCRE) regarding issues affecting rural schools and communities and emphasizing collaborative efforts to support rural schools.

The Department will continue to rely on local leaders and rural stakeholders for their expertise and knowledge of rural schools, with those conversations informing plans to support student achievement in all settings.

Question. Across the nation, equitable access to effective teachers remains an issue. Rural schools, especially, often struggle to recruit and retain talented teachers and school leaders. Previous programs such as the Transition-to-Teaching grant program provided for scholarships for teacher preparation programs to meet the needs of schools with demonstrated teacher shortages. In Mississippi, Transition-to-Teaching grants awarded in the last decade led to the successful licensure of hundreds of new teachers in the past 5 years, addressing the needs of rural schools.

Please discuss how you envision the that the Department can explicitly addresses inequitable distribution of effective teachers, particularly in rural areas.

Answer. The Administration's fiscal year 2022 request provides both flexible ESEA formula grant funding and competitive opportunities that can help States and school districts carry out strategies aimed at putting effective teachers in front of every classroom:

- The \$20 billion increase proposed for the Title I program would more than double the formula grant funding available to help address under-resourced school districts while helping to ensure that teachers in Title I schools, including thousands of rural Title I schools, are paid competitively.
- The \$2.1 billion requested for Title II will support ongoing State and local efforts to improve teacher and principal effectiveness and help ensure that all students have equitable access to well-prepared, qualified, and effective teachers and principals. In particular, States may use Title II—A funds for programs that provide alternative routes for State certification of teachers in areas where the State experiences a shortage of educators, similar to the previously authorized Transition to Teaching program.
- The \$250 million request for IDEA Personnel Preparation, an increase of nearly \$160 million, would help ensure that there are adequate numbers of personnel in underserved rural schools with the skills and knowledge necessary to help children with disabilities succeed educationally, including enhanced support for beginning special educators.
- The \$80 million requested for Supporting Effective Educator Development (SEED) would support evidence-based educator preparation and development efforts that can serve as models for similar efforts across the country; new projects could have a stronger focus on building and enhancing the instructional skills of a more diverse educator workforce.
- The \$200 million requested for Teacher and School Leader (TSL) Incentive grants would support reforms to human capital management systems and performance-based compensation systems; the statute requires that priority be given to applicants that support teacher and leaders in high-need schools; in addition, consideration is given to ensuring an equitable geographic distribution of grants, including equitable distribution between urban and rural areas.
- The \$30 million requested for first-time funding (since reauthorization) of the School Leader Recruitment and Support program would support grants for high-quality professional development for principals, other school leaders, and aspiring principals and school leaders. Under the first competition for the program since the reauthorization of the ESEA, projects would focus on ensuring that the nation's most underserved schools have resources to improve school leadership.
- The \$132.1 million request for the Teacher Quality Partnership program, an increase of \$80 million, supports projects that improve the preparation of teachers, including through teacher residencies and "grow your own" programs that can be especially valuable in rural communities.
- The \$20 million request for first-time funding of the Hawkins Centers of Excellence program would support diversifying the educator workforce, including in rural areas, by increasing the number of high-quality teacher preparation programs at Minority Serving Institutions.

Question. Rurally located and rural serving public colleges and universities have an important role to play in the economic and social recovery from the COVID-19 pandemic. Public institutions of higher learning are important economic anchors in their communities and provide important access to educational opportunities that drives rural economies. However, rural colleges and universities are often underfunded compared to more urban and suburban institutions of higher learning, and students face particular challenges including geographic access and access to broadband Internet and technology. This report on the role that rural serving institutions play and Federal policy solutions to strengthen rural anchor institutions <https://www.regionalcolleges.org/project/ruralanchor>.

How will you work to enact policies and practices that strengthen rural serving and rurally located public colleges and universities, including HBCUs and other minority serving institutions, and the communities they serve?

Answer. The Department, in general, provides funding to institutions of higher education (IHEs) through two primary vehicles: (1) formula-based institutional capacity-building grants, and (2) discretionary competitive grants. For the Department's formula-based institutional capacity-building grants, such as HBCUs, HBGI, PBIs, and HBCU Masters, the Department has little flexibility given statutory requirements to provide additional funding to rural IHEs. For discretionary competitive grants, unless specifically prohibited by statute, the Department generally can give priority to particular types of institutions.

More broadly, rural-serving postsecondary institutions, include HBCUs, would benefit significantly from key mandatory programs proposed as part of the American Families Plan and now included in the Building Back Better Act. These include Free Community College, which would provide \$108.5 billion over 10 years to create a new partnership with States, territories, and Tribes to make 2 years of community college free for first-time students and workers wanting to reskill, potentially allowing up to 5.5 million students to pay zero in tuition and fees for 2 years of community college; the Advancing Affordability for Students program, which would award \$39 billion over 10 years for eligible 4-year HBCUs, TCUs, or MSIs to provide 2 years of subsidized tuition for students from families earning less than \$125,000; and Completion Grants, which would provide \$62 billion over 10 years for grants to States and Tribes to support completion and retention activities designed to ensure postsecondary success for low-income and underserved students in high-need institutions.

QUESTIONS SUBMITTED BY SENATOR PATRICK J. LEAHY

Question. Even before the COVID-19 pandemic, Vermont was facing a mental health crisis in its schools. Many students have been irrevocably impacted by the opioid epidemic, losing parents and caregivers. This trauma has had a negative impact on their mental and behavioral health, leaving many teachers and school staff struggling to deal with the consequences. This is why I am so pleased to see the new \$1 billion fund proposed by the administration to help schools hire more counselors, nurses, and mental health professionals. Unfortunately, Vermont is plagued with a severe shortage not only of teachers but of mental health professionals. As of May 2021, there were 780 staffing vacancies among our mental health agencies in the state. The number of kids seeking inpatient mental healthcare in Vermont tripled between 2010 and 2019, as a dearth of community-based resources has led many families no choice but to turn to the Emergency Room as a last resort.

How does the administration propose to help schools, particularly schools in rural areas, utilize this fund to hire school based health staff in areas where there are community, or even statewide, shortages of mental health professionals?

Answer. The School-Based Health Professionals proposal recognizes the challenges to hiring such professionals in areas facing shortages, and would allow State educational agencies to reserve up to 15 percent of their allocations to address shortages of health professionals by establishing partnerships with institutions of higher education to recruit, prepare, and place graduate students in school-based health fields in high-need LEAs and to complete required field work, credit hours, internships, or related training as applicable for the degree, license, or credential program of each health-based candidate. SEAs also may use a portion of these funds for review and revision of State licensure standards to promote mobility of health professionals into school settings. We look forward to working with both chambers to ensure this proposal provides adequate support for both hiring these key-staff and developing the pipeline.

Question. I strongly support the administration's goal to increase equity in public education funding. The COVID-19 pandemic has particularly laid bare the systemic inequalities that exist in our nation's schools. Vermont has many small and rural schools that have historically struggled to close both the equity gap and the digital divide due to a lack of resources. The proposed \$20 billion for a new Title I equity grant program would represent the most significant Federal investment the program has ever seen. It is vital that this grant program is an option for all schools that need it around the country.

How will you ensure that these equity grants are distributed among geographically diverse areas, particularly rural areas?

Answer. State educational agencies would allocate funds to school districts based on existing Title I formulas, ensuring that virtually all school districts—urban, suburban, and rural—receive significantly more Title I funding to help close equity gaps in teacher compensation, access to rigorous coursework, and access to pre-school.

Question. TRIO and GEAR UP are vital student assistance programs that helps first generation, disabled and low income college students in Vermont succeed in all aspects of college life. These programs have proven effective in increasing postsecondary enrollment and graduation rates, as well as helping to address workforce shortages in the state. Unfortunately, both the COVID-19 pandemic and a historical lack of Federal funding for the programs has meant that many of the grant application cycles have become highly competitive. For example, the fiscal year 2020 TRIO Student Support Services (SSS) competition faced a significant increase in appli-

cants. Separated by mere percentage points, 80 longstanding SSS programs were defunded, among more than 600 un-funded applicants. This left nearly 15,000 high-need students without access to services provided by the program.

How does the administration propose to allocate the increase in fiscal year 2022 funding for TRIO and GEAR UP? Will any of the funding become eligible to programs that were defunded in the fiscal year 2020 SSS cycle?

Answer. The Administration recognizes that limited resources under the TRIO and GEAR UP programs have historically resulted in an inability to fund all high-scoring applicants. This is why the increased funding proposed for TRIO in fiscal year 2022 would be allocated, in part, based on historical trends in the programs scheduled for competition in fiscal year 2022. Specifically, the Administration reviewed peer review scores on all applications submitted for fiscal year 2017 competitions under Upward Bound, Upward Bound Math and Science, Veterans Upward Bound, and McNair Postbaccalaureate programs (the last year in which competitions were held under these programs also scheduled for competition in fiscal year 2022), and proposed to allocate additional funds to each program based on the number of high-scoring unfunded applicants from that year to ensure that funding more appropriately met demand. In addition, the Administration has proposed to provide all grantees under the Student Support Services program a 10 percent supplemental award to support the critical services they provide our students. However, at this time there are no plans to make additional Student Support Services awards to applicants that were unsuccessful in the fiscal year 2020 competition.

Question. The Public Service Loan Forgiveness (PSLF) Program forgives Federal student loan debt of borrowers who work for at least 10 years in qualifying public service employment. The program has been plagued by complicated eligibility criteria and ongoing administrative problems that have resulted in a dismal approval rate. I was pleased to see the administration recently announce a regulatory review of PSLF and other Federal student loan relief programs to understand how they can better serve the needs of our nation's borrowers. However, the President's Budget proposes a decrease in funding for PSLF.

Could you explain the justification for a 50 percent budget decrease for PSLF? What progress has the agency made in addressing the issues that have resulted in such a low approval rate for loan forgiveness?

Answer. The Department recognizes that there are PSLF areas for improvement and we are committed to addressing them as quickly as possible so that our public servants receive the benefits they have worked hard to earn. We have already made some improvements to make it easier for eligible borrowers to access relief through administrative actions and others are in store. For instance, the Department has launched and updated the PSLF Help Tool, is now allowing lump sum and prepayments to count as qualifying payments, and created a single application for PSLF, Temporary Expanded PSLF (TEPSLF), and Employment Certification Forms (ECFs). However, we recognize more needs to be done. To that end, we recently announced that PSLF is among the topics we intend to revisit through an upcoming rulemaking process. We also recently issued a Request for Information, inviting feedback on borrower experiences and possibly policy solutions with the PSLF program, to identify broader areas for improvement.

At the same time, Congress has provided funds annually toward TEPSLF so borrowers who may have made payments in a repayment plan not previously eligible for PSLF could still qualify for relief. Though these funds have remained largely unspent to-date, the Department still requested additional funds for fiscal year 2022 in recognition of the importance of this program to public servants. The additional \$25 million the Administration requested will ensure even more borrowers can access the program and receive relief under the TEPSLF program. In addition to those funds, we are also working to improve administration of the TEPSLF program and streamline access to its benefits; we believe those improvements will lead to these funds being more easily awarded to borrowers in the future.

SUBCOMMITTEE RECESS

Senator MURRAY. With that, this hearing is adjourned.

[Whereupon, at 11:31 a.m., Wednesday, June 16, the subcommittee was recessed, to reconvene subject to the call of the Chair.]